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**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D.  
State Superintendent of Schools

**DATE:** December 4, 2017

**SUBJECT:** Social Studies Assessments

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**PURPOSE:**

To provide an update on Md. Ed. Art §7-203, Education Accountability Program, as it pertains to social studies assessments in high school American Government and eighth grade United States History.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

Md. Ed. Art §7-203, was passed in 2012 and amended in 2016 and 2017. The statute reestablished the high school assessment in American Government as a graduation requirement and established a middle school assessment in social studies. The 2017 amendments found in Md. Ed. Art §7-203(5)(i)(ii)(iii) require that the high school American Government assessment:

- (i) consist, to the greatest extent possible, of criterion-referenced, performance-based tasks that require students to utilize critical and historical thinking skills and analyze primary sources;*
- (ii) be administered, to the greatest extent possible, within existing class periods;*
- (iii) be implemented in the 2018–2019 school year, and each year thereafter.*

In Md. Ed. Art §7-203(b)(4)(i)(ii)(iii) the law also requires a middle school assessment in social studies:

- (i) consist, to the greatest extent possible, of criterion-referenced, performance-based tasks that require students to utilize critical and historical thinking skills and analyze primary sources;*
- (ii) be administered, to the greatest extent possible, within existing class periods; and*
- (iii) be implemented in the 2018–2019 school year, and each year thereafter.*

The Maryland State Department of Education (MSDE) is required to meet the legislative expectations for the High School American Government assessment and the eighth grade United States History assessment within the implementation deadlines set forth by the Maryland General Assembly.

### **EXECUTIVE SUMMARY:**

Maryland's assessment program in social studies is being revised to ensure that the expectations set forth in Md. Ed. Art §7-203(b)(4)(i)(ii)(iii) and Md. Ed. Art §7-203(b)(5)(i)(ii)(iii) are met by the 2018-2019 school year deadline.

For American Government, the MSDE convened an American Government work group of teachers to examine and revise the state framework for American Government which is based on the State Board approved Social Studies Standards. This work was completed by the twenty-four Local Education Agency (LEA) social studies supervisors, an external group of social studies advocacy organizations and university academics. In addition, the teacher work group and LEA social studies supervisors, in consultation with other state assessment programs through the Council for Chief State School Officers (CCSSO) social studies assessment group, vetted a variety of item structures to determine the appropriate tool to measure student knowledge of American Government. The group identified three elements from the Standard 6.0 Skills and Processes to be assessed in addition to content, on the High School Assessment (HSA) in American Government. The "criterion-referenced, performance-based" assessment items will be assessed via a cluster of items organized around a government-specific issue. These cluster items are currently in the design phase and will be field tested with students in early 2018.

The MSDE is following a parallel process for the middle school social studies assessment. The MSDE convened an eighth-grade United States History work group of teachers to examine and revise the state framework for eighth grade United States History based on the State Board approved Social Studies Standards. This work was reviewed by the twenty-four LEA social studies supervisors, and is currently under review by an external group of social studies advocacy organizations and university academics. Final determination about item types to populate the middle school social studies assessment will be made in March 2018.

### **ADDITIONAL RESOURCES:**

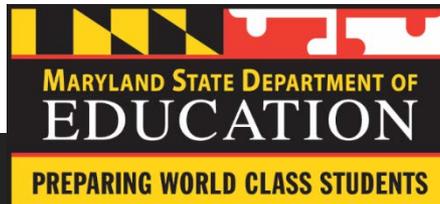
Attachment A: Md. Ed. Art §7-203, Education Accountability Program  
Attachment B: Social Studies COMAR  
Attachment C: Standard 6.0 Social Studies Skills and Processes  
Attachment D: High School American Government course framework  
Attachment E: DRAFT of 8<sup>th</sup> grade United States History course framework

### **ACTION:**

For information only.



# Social Studies: Assessment Update & Standards Review



STATE BOARD MEETING  
December 4, 2017

# Purpose

## Update on the Government Assessment

- Timeline
- Requirements for Testing
- What is being assessed

## Update on Middle School Assessment

- Timeline
- Requirements for Testing
- What is being assessed

## Update on Current Social Studies Initiatives

- Next Steps

MSDE Social Studies





# Government Assessment

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## More Learning, Less Testing Act of 2017

*At the high school level, when the department's contract for the current high school social studies assessment expires, the state board shall, in collaboration with county boards, county curriculum specialists in social studies, high school social studies teachers, and academics with expertise in social studies education, redesign the high school level social studies assessment to:*

- (i) consist, to the greatest extent possible, of criterion–referenced, performance–based tasks that require students to utilize critical and historical thinking skills and analyze primary sources;*
- (ii) be administered, to the greatest extent possible, within existing class periods; and*
- (iii) be implemented in the 2018–2019 school year, and each year thereafter.*

# Key Elements of More Learning, Less Testing Act of 2017

*Consist, to the greatest extent possible, of criterion–referenced, performance–based tasks that require students to utilize critical and historical thinking skills and analyze primary sources.*

The MSDE will utilize as the basis for the assessment the **January 27, 2015**, State Board-approved adoption to COMAR 13A.04.08: Program in Social Studies.

**Attachment B**

Content for the assessment comes from the first five standards and the skills assessed will be pulled from the Standard 6: Social Studies Skills and Processes .

**Attachment C.**

Utilize a framework based on the state standards .

**Attachment D**

## Key Elements of More Learning, Less Testing Act of 2017

*be administered, to the greatest extent possible, within existing class periods.*

- Assessment will be divided into five sessions to facilitate delivery within existing class periods.

## American Government Timeline

October 2017	Maryland teachers participate in Stimulus Review
November 2017	Maryland teachers begin writing items based on the state framework
January 2018	Government HSA administered by the new test vendor
Spring 2018	Focus group for new items conducted with Maryland students
Summer 2018	Maryland teachers participate in committee review of assessment items
January, May and Summer 2019	Administration of Government HSA
Summer 2019	Range finding for the new items
January, May and Summer 2020	Administration of Government HSA



# Middle School Assessment

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# Origin of Middle School Assessment

## Maryland §7–203 (Attachment A)

- At the middle school level, a statewide, comprehensive, grade band assessment program that measures the learning gains of each public school student towards achieving mastery of the standards...
- The assessment shall:
  - *Provide information needed to improve public schools by enhancing the learning gains of students and academic mastery of the skills and knowledge set forth in the State's adopted curricula...*
  - *Inform the public annually of the educational progress made at the school, local school system, and state levels; and*
  - *Provide timely feedback to schools and teachers for the purposes of adapting the instructional program and making placement decisions for students; and*
  - *Be administered annually*



## More Learning, Less Testing Act of 2017

*At the middle school level, the state board shall, in collaboration with county boards, county curriculum specialists in social studies, social studies teachers, and academics with expertise in social studies education, redesign the high school level social studies assessment to:*

- (i) consist, to the greatest extent possible, of criterion–referenced, performance–based tasks that require students to utilize critical and historical thinking skills and analyze primary sources;*
- (ii) be administered, to the greatest extent possible, within existing class periods; and*
- (iii) be implemented in the 2018–2019 school year, and each year thereafter.*

# Key Elements of More Learning, Less Testing Act of 2017

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Utilize a DRAFT framework based on the state standards.

**Attachment E**

## Key Elements of More Learning, Less Testing Act of 2017

*be administered, to the greatest extent possible, within existing class periods.*

- Assessment will be divided into five sessions to facilitate delivery within existing class periods.

## Middle School Timeline

Winter 2017-2018	RFP to be issued for bid
Fall/Winter 2017-2018	Framework revisions finalized
Spring 2018	Contract awarded
Spring 2018	Item development begins
May 2019	Initial administration of assessment
Summer 2019	Item review and range-finding
Summer 2019	Item writing continues
May 2020	Second administration of assessment
Summer 2020	Item review continues, range finding and standards setting begins

## Update on Current Social Studies Initiatives

- Establish teacher work groups for the 2018-2019 school year to revise the:
  - PreK-5 social studies framework
  - High school United States History framework
- Establish a timeline to review the elements of the Civics education offered to Maryland Students

## Article - Education

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§7-203.

(a) (1) The State Board, the State Superintendent, each county board, and each public school shall implement a program of education accountability for the operation and management of the public schools.

(2) A Consolidated State Plan to improve student outcomes submitted by the Department to the United States Department of Education under the federal Elementary and Secondary Education Act shall comply with the requirements of this subtitle.

(b) (1) In this subsection, "grade band assessment" means one assessment of a middle school student's knowledge in a core academic subject area during grades 6 through 8.

(2) The education accountability program shall include the following:

(i) The State Board and the State Superintendent shall assist each county board to establish educational goals and objectives that conform with statewide educational objectives for subject areas including reading, writing, mathematics, science, and social studies;

(ii) With the assistance of its county board, each public school shall survey current student achievement in reading, language, mathematics, science, social studies, and other areas to assess its needs;

(iii) 1. The State Board and the State Superintendent shall implement assessment programs in reading, language, mathematics, science, and social studies that include written responses;

2. The assessment program required in this subsection shall:

A. Provide information needed to improve public schools by enhancing the learning gains of students and academic mastery of the skills and knowledge set forth in the State's adopted curricula or common core curricula;

B. Inform the public annually of the educational progress made at the school, local school system, and State levels; and

C. Provide timely feedback to schools and teachers for the purposes of adapting the instructional program and making placement decisions for students; and

3. The following assessments shall be implemented and administered annually:

A. At the middle school level, a statewide, comprehensive, grade band assessment program that measures the learning gains of each public school student towards achieving mastery of the standards set forth in the common core curricula or the State's adopted curricula for the core content areas of reading, language, mathematics, science, and social studies; and

B. At the high school level, a statewide, standardized, end-of-course assessment that is aligned with and that measures each public school student's skills and knowledge of the State's adopted curricula for the core content areas of reading, language, mathematics, science, and social studies;

(iv) Each public school shall establish as the basis for its assessment of its needs, project goals and objectives that are in keeping with the goals and objectives established by its county board and the State Board;

(v) With the assistance of its county board, the State Board, and the State Superintendent, each public school shall develop programs to meet its needs on the basis of the priorities it sets;

(vi) Evaluation programs shall be developed at the same time to determine if the goals and objectives are being met; and

(vii) A reevaluation of programs, goals, and objectives shall be undertaken regularly.

(3) (i) The State Board shall determine whether the assessments required under paragraph (2)(iii)3 of this subsection adequately measure the skills and knowledge set forth in the State's adopted curricula for the core content areas of reading, language, mathematics, science, and social studies.

(ii) If the State Board makes a determination under subparagraph (i) of this paragraph that an assessment does not adequately measure the skills and knowledge set forth in the State's adopted curricula for a core content area, the State Board shall develop a State-specific assessment in that core content area to be implemented in the 2018-2019 school year.

(4) At the middle school level, the State Board shall develop, in collaboration with county boards, county curriculum specialists in social studies, middle school social studies teachers, and academics with expertise in social studies education, a social studies assessment that:

(i) Consists, to the greatest extent possible, of criterion-referenced, performance-based tasks that require students to utilize critical and historical thinking skills and analyze primary sources;

(ii) Shall be administered, to the greatest extent possible, within existing class periods; and

(iii) Shall be implemented in the 2019–2020 school year.

(5) At the high school level, when the Department's contract for the current high school social studies assessment expires, the State Board shall, in collaboration with county boards, county curriculum specialists in social studies, high school social studies teachers, and academics with expertise in social studies education, redesign the high school level social studies assessment to:

(i) Consist, to the greatest extent possible, of criterion–referenced, performance–based tasks that require students to utilize critical and historical thinking skills and analyze primary sources;

(ii) Be administered, to the greatest extent possible, within existing class periods; and

(iii) Be implemented in the 2018–2019 school year, and each year thereafter.

(c) (1) National standardized testing may not be the only measure for evaluating educational accountability.

(2) (i) An educational accountability program shall include at least three school quality indicators that measure the comparative opportunities provided to students or the level of student success in public schools.

(ii) 1. One of the school quality indicators under subparagraph (i) of this paragraph shall be school climate surveys.

2. The school climate surveys shall include at least one question to educators regarding the receipt of critical instructional feedback.

(iii) Other school quality indicators may include:

1. Class size;

2. Case load;

3. Opportunities for:

A. Advance Placement courses and International Baccalaureate Programs;

B. Career and Technology Education Programs; and

C. Dual enrollment;

4. Chronic absenteeism;

5. Data on discipline and restorative practices; and

6. Access to teachers who hold an Advanced Professional Certificate or have obtained National Board Certification.

(iv) The school quality indicators used in subparagraph (i) of this paragraph may not be based on student testing.

(v) 1. The State Board shall establish a composite score that provides for meaningful differentiation of schools under the school accountability system.

2. The composite score established under subsubparagraph 1 of this subparagraph shall:

A. Include both academic and school quality indicators;

B. Incorporate a methodology that compares schools that share similar demographic characteristics, including the proportion of economically disadvantaged students, as defined by the State in accordance with federal law; and

C. Be reported in a manner that states for each score the individual indicator score that is used to calculate the composite score for each school.

3. The combined total of the academic indicators may not exceed 65% of the composite score.

4. The composite score:

A. Shall be calculated numerically in a percentile form; and

B. May not be reported using a letter grade model.

5. No academic indicator may be weighted as less than 10% of the total amount of the composite score.

6. No school quality indicator described under subsection (c)(2) of this section may be weighted as less than 10% of the total amount of the composite score.

7. Subject to this subparagraph, the final weights of the academic and school quality indicators shall be determined by the State Board, with stakeholder input.

(vi) Of the academic indicators established by the State Board under subparagraph (v) of this paragraph, one shall be access to or credit for completion of a well-rounded curriculum that is indicative of on-track progress at key transition points within elementary and secondary education.

(d) The Department shall assist each county board to establish an education

accountability program by providing:

(1) Guidelines for development and implementation of the program by the county boards; and

(2) Assistance and coordination where it is needed and requested by the county boards.

(e) (1) The Department shall survey a statewide, representative sample of public schools and public school teachers annually to measure:

(i) The amount of instructional time spent on social studies and science instruction in elementary schools;

(ii) The availability and use of appropriate instructional resources and teaching technology in social studies and science classrooms;

(iii) The availability and use of appropriate professional development for social studies and science teachers; and

(iv) The number of secondary school social studies and science classes that are taught by teachers who are:

1. Certified in the subject being taught; and

2. Not certified in the subject being taught.

(2) The Department shall:

(i) Compile the results of the survey conducted under paragraph (1) of this subsection; and

(ii) Publish the results on the Department's Web site.

(f) The State Superintendent shall send the Governor and, subject to § 2-1246 of the State Government Article, the General Assembly a report each January that includes:

(1) Documentation of the progress of the Department, the county boards, and each public school in this State towards their respective goals and objectives; and

(2) Recommendations for legislation that the State Board and the State Superintendent consider necessary to improve the quality of education in this State.

(g) On the recommendation of the State Superintendent, the State Board shall include in its annual budget request the funds it considers necessary to carry out the provisions of this section.

(h) (1) (i) In this subsection, "assessment" means a federal, State, or locally

mandated test that is intended to measure a student's academic readiness, learning progress, and skill acquisition.

(ii) "Assessment" does not include:

1. A teacher-developed quiz or test; or
2. A sampling test that is not administered to all students.

(2) (i) On or before August 1, 2017, and each August 1 thereafter in an odd-numbered year, a county board and the exclusive employee representative for teachers for that local school system shall meet and confer regarding:

1. A rubric for evaluating local assessments;
2. The time required to administer each local assessment; and
3. The purpose of each local assessment.

(ii) 1. Beginning on or after January 1, 2018, and each January 1 thereafter in an even-numbered year, a county board shall establish a District Committee on Assessments that includes administrators, parents, and teachers selected by the exclusive bargaining unit to advise and make recommendations in the following areas: A. The time required to administer each assessment;

- B. The duplicativeness of assessments;
- C. The purpose of assessments;
- D. The value of feedback provided to educators; and
- E. The timeliness of results.

2. On or before June 1, 2019, and each June 1 thereafter in an odd-numbered year, the District Committee on Assessments shall submit the Committee's recommendations to the county board and exclusive employee representative for teachers for that local school system.

(iii) Subject to subparagraph (iv) of this paragraph, on or before December 1, 2017, and each December 1 thereafter in an odd-numbered year, a county board and the exclusive employee representative for that local school system shall mutually agree to the amount of time in the aggregate that shall be devoted to federal, State, or locally mandated assessments, on a grade-by-grade basis, for the following year.

(iv) Subject to subparagraph (v) of this paragraph, if a county board and the exclusive employee representative fail to mutually agree under subparagraph (iii) of this paragraph, the amount of time in the aggregate that shall be devoted to

federal, State, or locally mandated assessments shall be no more than 2.2% of the minimum required annual instructional hours in accordance with § 7-103 of this title.

(v) If a county board and the exclusive employee representative fail to mutually agree under subparagraph (iii) of this paragraph, the amount of time in the aggregate that shall be devoted to federal, State, or locally mandated assessments in the eighth grade shall be no more than 2.3% of the minimum required annual instructional hours in accordance with § 7-103 of this title.

(3) A student may not be subject to the requirement under paragraph (2) of this subsection if the student participates in:

(i) An advanced placement or international baccalaureate program;  
or

(ii) The Scholastic Aptitude Test (SAT), if administered during the regular school day.

(4) Time devoted to teacher-selected classroom quizzes, exams, portfolio reviews, or performance assessments may not be counted toward the requirement under paragraph (2) of this subsection.

(5) This subsection may not be construed to include the requirements of:

(i) A student's 504 plan;

(ii) The federal Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq.; or

(iii) Federal law relating to English language learners.

(6) This subsection may not be construed to supersede the requirements of the federal Elementary and Secondary Education Act, 20 U.S.C. 6301, et seq.

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# Title 13A STATE BOARD OF EDUCATION

## Subtitle 04 SPECIFIC SUBJECTS

### Chapter 08 Program in Social Studies

Authority: Education Article, §2-205(h), Annotated Code of Maryland

#### **.01 Requirements for Social Studies Instructional Programs for Grades Prekindergarten — 12.**

A. Each local school system shall:

(1) Provide in public schools an instructional program in social studies each year for all students in grades prekindergarten—8; and

(2) Offer in public schools a social studies program in grades 9—12 which enables students to meet graduation requirements and to select social studies electives.

B. Maryland Social Studies Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include the content standards set forth in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards under §§C—H of this regulation.

C. Social Studies Processes and Skills. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using the following disciplinary and inquiry literacies:

(1) Disciplinary Literacies include using deliberative process, participating in school settings, following rules, making economic decisions, using economic data, identifying prices in a market, reasoning spatially, constructing maps, using geographic data, classifying historical sources, determining the purpose of an historical source, analyzing cause and effect in history; and

(2) Inquiry Literacies include questioning, selecting sources, gathering information from sources, making claims, using evidence, constructing arguments and explanations, adapting arguments and explanations, presenting arguments and explanations, critiquing arguments and explanations, analyzing social problems, assessing options for action, and taking informed action.

D. History. Students shall:

(1) Evaluate why and how events occurred;

(2) Locate and assess a variety of sources;

(3) Engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and

(4) Analyze how individuals and societies have changed over time in Maryland, the United States, and the world.

E. Geography. Students shall:

- (1) Appreciate their own place in the world and foster curiosity about environments and cultures;
- (2) Use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures;
- (3) Use spatial and environmental perspective; and
- (4) Apply geographic representation including maps, imagery, and geospatial technologies.

F. Economics. Students shall:

- (1) Evaluate decision making of individuals, businesses, governments, and societies to allocate resources;
- (2) Consider costs benefits and the interaction of buyers and sellers in a global market; and
- (3) Develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

G. Civics. Students shall:

- (1) Understand the historical development and current status of the fundamental concepts and processes of government including authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens; and
- (2) Engage in political participation and contribute to the public process.

H. Peoples of the Nation and the World. Students shall understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.

I. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local system shall provide social studies curriculum documents for the elementary and secondary schools under its jurisdiction that:

- (1) Include the content standards set forth in §§C—H of this regulation; and
- (2) Are aligned with the State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

J. Student Participation. Each student shall participate in the comprehensive social studies program required by this chapter.

## **02 Certification Procedures.**

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

# Social Studies Skills & Processes – Standard 6.0

## Approved, January 2015

### Rationale

Maryland’s Social Studies State Curriculum was developed in 2006. When the C3 – College, Career & Civic Life Framework for Social Studies State Standards document was released in the fall of 2013 it became apparent that Maryland’s Standard 6.0 needed to be revised to reflect the process skills embedded in the new framework. As stated in the C3:

*“Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.” (C3, 2013, 6)*

Social Studies educators revised Standard 6.0 to capture the best of the 2006 Skills and Processes document, the process skills from the C3 and connections to Maryland’s College and Career Ready Standards (MDCCRS). Curriculum developers will find this document a useful tool when planning lessons to addresses Standard 6.0 – *“Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.”*

### Using the Document

This document was written to reflect the four Dimensions of C3 (Developing Questions & Planning Inquiries; Applying Disciplinary Concepts & Tools; Evaluating Sources & Using Evidence; Communicating & Critiquing Conclusions and Taking Informed Action). Within each of those categories are skills and processes that should guide curriculum development as well as student actions during and after instruction. The document is grade-banded and should be reads as –“by the end of grade 2, by the end of grade 5, etc.” Teachers in grades at the beginning of each band (ex. Prek, grade 3, etc.) should scaffold instruction through modeling and appropriate teacher guidance. In addition, the header for each column (with teacher guidance, with some teacher guidance, and with increasing independence) is intended to remind teachers that not all students will be at the same ability and skill level and even older students might require continued teacher support.

# Social Studies Skills & Processes – Standard 6.0

Approved, January 2015

**6.0 Social Studies Processes & Skills** – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2015)

## Developing Questions & Planning Inquiries

*“The development of compelling and supporting questions is a sophisticated intellectual activity (C3, 2013, 24).”* Over time, the responsibility for identifying compelling and supporting questions should shift from teacher to student. By 6<sup>th</sup> grade, the expectation for student ownership of the compelling and supporting questions should start to increase. By 12<sup>th</sup> grade, the students should be constructing their own compelling and supporting questions for inquiry.

To plan an inquiry, students will determine the sources needed to help answer the compelling and supporting questions. They will determine the kinds of sources that will help in answering compelling and supporting questions. They will assess the multiple points of view represented in an argument or explanation, the types of sources available, and the potential use of sources.

PreK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b></p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> <li>1. Identify a disciplinary topic that requires further study</li> <li>2. Identify possible questions for inquiry into the topic</li> <li>3. Identify key disciplinary concepts and facts associated with the compelling questions</li> </ol> <p>B. Constructing Supporting Questions</p>	<p><b>With teacher guidance,</b></p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> <li>1. Identify a disciplinary topic that requires further study</li> <li>2. Identify possible questions for inquiry into the topic</li> <li>3. Explain key disciplinary concepts and ideas associated with the compelling questions</li> </ol> <p>B. Constructing Supporting Questions</p>	<p><b>With some teacher guidance,</b></p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> <li>1. Identify a disciplinary topic that reflects a key idea in the field</li> <li>2. Identify possible questions for inquiry into the key idea</li> <li>3. Analyze key disciplinary concepts and ideas associated with the compelling questions</li> </ol> <p>B. Constructing Supporting Questions</p>	<p><b>With increasing independence,</b></p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> <li>1. Identify a disciplinary topic that reflects an enduring issue in the field</li> <li>2. Identify possible questions for inquiry into the enduring issue</li> <li>3. Analyze key disciplinary concepts and ideas associated with the compelling questions</li> </ol> <p>B. Constructing Supporting Questions</p>



# Social Studies Skills & Processes – Standard 6.0

Approved, January 2015

\* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. \* Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

**6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2015)**

## Applying Disciplinary Concepts & Tools

This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**Civics:** Civics teaches the principles of government such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers that are meant to guide official institutions. It also teaches the virtues that allow individuals to analyze multiple perspectives, follow rules, and use the deliberative process when individuals engage in political participation and contribute to the public process.

PreK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b></p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation 1. Apply civic dispositions and skills when working with others</p>	<p><b>With teacher guidance,</b></p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation 1. Apply civic dispositions and skills when working with others</p>	<p><b>With some teacher guidance,</b></p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation 1. Apply civic dispositions and skills when working with others</p>	<p><b>With increasing independence,</b></p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation 1. Apply civic dispositions and skills when working with others 2. Apply civic dispositions and skills</p>

## Social Studies Skills & Processes – Standard 6.0

### Approved, January 2015

<p>2. Apply civic dispositions and skills when participating in school settings</p> <p>3. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group</p> <p>4. Compare their own point of view with others’ perspectives</p> <p>C. Processes, Rules, &amp; Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	<p>2. Apply civic dispositions and skills when participating in school and community settings</p> <p>3. Use deliberative processes when making decisions or reaching judgments as a group.</p> <p>4. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues</p> <p>C. Processes, Rules, &amp; Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	<p>2. Apply civic dispositions and skills when participating in school, community settings</p> <p>3. Identify and apply the appropriate deliberative processes for various settings.</p> <p>4. Explain the relevance of personal interests and perspectives, civic skills, and democratic principles when people address issues and problems in government and civil society</p> <p>C. Processes, Rules, &amp; Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	<p>when participating in settings that include school, community, and beyond</p> <p>3. Use appropriate deliberative processes in multiple settings.</p> <p>4. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic skills, democratic principles, constitutional rights, and human rights</p> <p>C. Processes, Rules, &amp; Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>
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# Social Studies Skills & Processes – Standard 6.0

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**6.0 Social Studies Processes & Skills** – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2015)

## Applying Disciplinary Concepts & Tools

This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**Economics:** Effective economic decision making requires that students have a keen understanding of the ways in which individuals, business, government, and societies make decisions to allocate human capital, physical capital and natural resources among alternative uses.

PreK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b></p> <p>A. Economic Decision Making 1. Identify the benefits and costs of making various personal decisions</p> <p>(Begins in Grade 3)</p> <p>B. Exchange and Markets (Begins in Grade 6)</p> <p>C. The National Economy (Begins in Grade 6)</p>	<p><b>With teacher guidance,</b></p> <p>A. Economic Decision Making 1. Compare the benefits and costs of individual choices</p> <p>2. Apply the steps in the decision-making process to a financial situation</p> <p>B. Exchange and Markets (Begins in Grade 6)</p> <p>C. The National Economy (Begins in Grade 6)</p>	<p><b>With some teacher guidance,</b></p> <p>A. Economic Decision Making 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time 2. Plan and predict the financial outcomes in an applied decision-making process</p> <p>B. Exchange and Markets 1. Compare at least three markets that sell similar goods and services and determine which offers the best value</p> <p>C. The National Economy 1. Use appropriate data to</p>	<p><b>With increasing independence,</b></p> <p>A. Economic Decision Making 1. Use marginal benefits and marginal costs to construct an argument on an economic issue</p> <p>2. Analyze the impacts of business, government, and consumer fiscal responsibility.</p> <p>B. Exchange and Markets 1. Use benefits and costs to evaluate the effectiveness of government policy to improve market outcomes</p> <p>C. The National Economy 1. Use appropriate data to explain</p>

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<p>D. The Global Economy (Begins in Grade 3)</p>	<p>D. The Global Economy 1. Investigate how social and cultural decisions affect the ecology and economy</p>	<p>evaluate economic indicators such as, unemployment, inflation, total production, income and economic growth in the economy</p> <p>D. The Global Economy 1. Investigate how social and cultural decisions affect the ecology and economy</p>	<p>the influence of changes in spending, production and the money supply on various economic conditions</p> <p>2. Use economic indicators to analyze the current and future state of the economy</p> <p>D. The Global Economy 1. Investigate how the dynamics of social and cultural systems affect the sustainability of ecological and economic systems</p>
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**6.0 Social Studies Processes & Skills** – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2015)

**Geography:** Geographic inquiry helps people understand and appreciate their own place in the world. It fosters curiosity about earth’s wide diversity of environments and cultures. Geographic reasoning rests on understanding the earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and geographic representation. It requires using spatial and environmental perspectives to analyze geographic issues and problems by using geographic representations.

PreK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b></p> <p>A. Geographic Representations</p> <ol style="list-style-type: none"> <li>1. Construct maps, graphs, and other representations of familiar places</li> <li>2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them</li> <li>3. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places</li> </ol>	<p><b>With teacher guidance,</b></p> <p>A. Geographic Representations</p> <ol style="list-style-type: none"> <li>1. Construct maps and other graphic representations of both familiar and unfamiliar places</li> <li>2. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics</li> <li>3. Use maps of different scales to describe the locations of cultural and environmental characteristics</li> </ol>	<p><b>With some teacher guidance,</b></p> <p>A. Geographic Representations Spatial Views of the World</p> <ol style="list-style-type: none"> <li>1. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics</li> <li>2. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics</li> <li>3. Use paper based or electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics</li> </ol>	<p><b>With increasing independence,</b></p> <p>A. Geographic Representations</p> <ol style="list-style-type: none"> <li>1. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> <li>2. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics</li> <li>3. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales</li> </ol>

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B. Human-Environment Interaction: Place, Region, and Culture C. Human Population: Spatial Patterns and Movements  D. Global Interconnections: Changing Spatial Patterns	B. Human-Environment Interaction: Place, Region, and Culture C. Human Population: Spatial Patterns and Movements  D. Global Interconnections: Changing Spatial Patterns	B. Human-Environment Interaction: Place, Region, and Culture C. Human Population: Spatial Patterns and Movements  D. Global Interconnections: Changing Spatial Patterns	B. Human-Environment Interaction: Place, Region, and Culture C. Human Population: Spatial Patterns and Movements  D. Global Interconnections: Changing Spatial Patterns
Note: All indicators for B-D are content in nature and are addressed in the State Curriculum 3.0			

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**6.0 Social Studies Processes & Skills** – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2015)

## Applying Disciplinary Concepts & Tools

This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**History:** Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations

PreK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b>            A. Change, Continuity, and Context            1. Create a chronological sequence of multiple events</p> <p>2. Compare life in the past to life today</p> <p>3. Generate questions about individuals and groups who have shaped a significant historical change</p> <p>B. Perspectives</p>	<p><b>With teacher guidance,</b>            A. Change, Continuity, and Context            1. Create and use a chronological sequence of related events to compare developments that happened at the same time</p> <p>2. Compare life in specific historical time periods to life today</p> <p>3. Generate questions about individuals and groups who have shaped significant historical changes and continuities</p> <p>B. Perspectives</p>	<p><b>With some teacher guidance,</b>            A. Change, Continuity, and Context            1. Analyze connections among events and developments in broader historical contexts</p> <p>2. Classify series of historical events and developments as examples of change and/or continuity</p> <p>3. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant</p> <p>B. Perspectives</p>	<p><b>With increasing independence,</b>            A. Change, Continuity, and Context            1. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</p> <p>2. Analyze change and continuity in historical eras</p> <p>3. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context</p> <p>B. Perspectives</p>

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<p>1. Compare perspectives of people in the past to those of people in the present</p>	<p>1. Explain why individuals and groups during the same historical period differed in their perspectives</p>	<p>1. Analyze multiple factors that influenced the perspectives of people during different historical eras</p>	<p>1. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras</p>
<p style="text-align: center;">(Begins in Grade 3)</p>	<p>2. Explain connections among historical contexts and people’s perspectives at the time.</p>	<p>2. Explain how and why perspectives of people have changed over time</p>	<p>2. Analyze how historical contexts shaped and continue to shape people’s perspectives</p>
<p>3. Compare different accounts of the same historical event.</p>	<p>3. Describe how people’s perspectives shaped the historical sources they created</p>	<p>3. Analyze how people’s perspectives influenced what information is available in the historical sources they created</p>	<p>3. Analyze the ways in which the perspectives of those writing history shaped the history that they produced</p>
<p style="text-align: center;">(Begins in Grade 9)</p>	<p style="text-align: center;">(Begins in Grade 9)</p>	<p style="text-align: center;">(Begins in Grade 9)</p>	<p>4. Explain how the perspectives of people in the present shape interpretations of the past</p>
<p style="text-align: center;">( Begins in Grade 9)</p>	<p style="text-align: center;">(Begins in Grade 9)</p>	<p style="text-align: center;">(Begins in Grade 9)</p>	<p>5. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time</p>
<p>C. Historical Sources &amp; Evidence</p>	<p>C. Historical Sources &amp; Evidence</p>	<p>C. Historical Sources &amp; Evidence</p>	<p>C. Historical Sources &amp; Evidence</p>
<p>1. Identify different kinds of historical sources</p>	<p>1. Summarize how different kinds of historical sources are used to explain events in the past</p>	<p>1. Classify the kinds of historical sources used in a secondary interpretation</p>	<p>1. Analyze the relationship between historical sources and the secondary interpretations made from them</p>
<p>2. Explain how historical sources can be used to study the past</p>	<p>2. Compare information provided by different historical sources about the past</p>	<p>2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources</p>	<p>2. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations</p>
<p>3. Identify the maker, date, and</p>	<p>3. Infer the intended audience</p>	<p>3. Use other historical sources to</p>	<p>3. Critique the usefulness of</p>

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<p>place of origin for a historical source from information within the source itself</p> <p>4. Generate questions about a particular historical source as it relates to a particular historical event or development</p> <p style="text-align: center;">(Begins in Grade 3)</p> <p>D. Causation &amp; Argumentation 1. Generate possible reasons for an event or development in the past</p> <p style="text-align: center;">(Begins in Grade 6)</p> <p>3. Select which reason might be more likely than others to explain a historical event or development</p>	<p>and purpose of a historical source from information within the source itself</p> <p>4. Generate questions about multiples historical sources and their relationships to particular historical events and developments</p> <p>5. Use information about a historical source, including the maker date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic</p> <p>D. Causation &amp; Argumentation 1. Explain probable causes and effects of events and developments</p> <p style="text-align: center;">(Begins in Grade 6)</p> <p>3. Use evidence to develop a claim about the past</p>	<p>infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified</p> <p>4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources</p> <p>5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose</p> <p>D. Causation &amp; Argumentation 1. Explain multiple causes and effects of events and developments in the past</p> <p>2. Evaluate the relative influence of various causes of events and developments in the past</p> <p>3. Organize applicable evidence into a coherent argument about the past</p>	<p>historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose</p> <p>4. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources</p> <p>5. Critique the appropriateness of the historical sources used in a secondary interpretation</p> <p>D. Causation &amp; Argumentation 1. Analyze multiple and complex causes and effects of events in the past</p> <p>2. Distinguish between long-term causes and triggering events in developing a historical argument</p> <p>3. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past</p>
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(Begins in Grade 3)	4. Summarize the central claim in a secondary work of history	4. Compare the central arguments in secondary works of history on related topics in multiple media	4. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy
<b>Connections to Maryland College and Career Ready Standards (MDCCRS)</b>			
<ul style="list-style-type: none"> <li>Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*</li> </ul>			
<ul style="list-style-type: none"> <li>Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7). *</li> </ul>			
<ul style="list-style-type: none"> <li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*</li> </ul>			
<ul style="list-style-type: none"> <li>With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*</li> </ul>			

\* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. \* Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

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**6.0 Social Studies Processes & Skills** – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2015)

**Evaluating Sources & Using Evidence:** *“Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.” (C 3, 2013, 53)*

preK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b></p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> <li>1. Gather one or two sources that may be relevant to the task</li> <li>2. Describe the source’s origin and type</li> <li>3. Evaluate a source by distinguishing between fact and opinion</li> <li>4. Identify relevant information contained in the sources</li> </ol> <p>B. Developing Claims &amp; Using Forms (Begins in Grade 3)</p>	<p><b>With teacher guidance,</b></p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> <li>1. Gather multiple sources that may be relevant to the task</li> <li>2. Describe and evaluate the origin, type, and context of each source in order to assess its value in answering the question</li> <li>3. Distinguish between fact and opinion within the sources to determine the credibility of multiple sources</li> <li>4. Identify credible, relevant information contained in the sources</li> </ol> <p>B. Developing Claims &amp; Using Forms</p> <ol style="list-style-type: none"> <li>1. Identify evidence that draws information from multiple sources in response to compelling</li> </ol>	<p><b>With some teacher guidance,</b></p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> <li>1. Gather multiple sources that may be relevant to the task</li> <li>2. - 3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source</li> <li>4. Identify credible, relevant information contained in the sources</li> </ol> <p>B. Developing Claims &amp; Using Forms</p> <ol style="list-style-type: none"> <li>1. Identify evidence that draws information from multiple sources to support claims, noting</li> </ol>	<p><b>With increasing independence,</b></p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> <li>1. Gather multiple sources that are relevant to the task and represent a wide range of views</li> <li>2. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source</li> <li>3. Evaluate the credibility of a source by examining how experts value the source</li> <li>4. Identify credible, relevant information contained in the sources</li> </ol> <p>B. Developing Claims &amp; Using Forms</p> <ol style="list-style-type: none"> <li>1. Identify evidence that draws information directly and substantively from multiple</li> </ol>

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2. Develop a claim in response to a compelling question	questions  2. Use evidence to develop claims in response to compelling questions	evidentiary limitations  2. Develop claims and counter claims while pointing out the strengths and limitations of both	sources to detect inconsistencies in evidence in order to revise or strengthen claims 2. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both
<b>Connections to Maryland College and Career Ready Standards (MDCCRS)</b>			
<ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*</li> <li>• Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7). *</li> <li>• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*</li> <li>• With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*</li> </ul>			

\* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. \* Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

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**Communicating and Critiquing Conclusions & Taking Informed Action:** *“Communicating conclusions involves students formalizing their arguments and explanations. This can take the form of essays, reports, and multimedia presentations which offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audience will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.”* (C3, 2013, 60)

Critiquing claims demands students to evaluate the sources, how the evidence is used, and the structure and/or form the arguments or explanations take. The critiquing of arguments and explanations deepens students’ understanding of concepts and tools in the disciplines and helps students strengthen their conclusions.

To take informed action, students use disciplinary knowledge, skills, and perspectives to analyze problems involved in public issues; deliberate with other people about how to define and address issues; after assessing options for action, take constructive, independent, and collaborative action; and then reflect on their actions. (C3, 2013, 62)

preK-2	3-5	6-8	9-12
<p><b>With teacher guidance,</b></p> <p>A. Communicating Conclusions</p> <p>1. Construct an argument with reasons.</p> <p>2. Construct explanations using correct sequence and relevant information.</p>	<p><b>With teacher guidance,</b></p> <p>A. Communicating Conclusions</p> <p>1. Construct arguments using claims and evidence from multiple sources</p> <p>2. Construct explanations using reasoning, correct sequence, examples, and details with</p>	<p><b>With some teacher guidance,</b></p> <p>A. Communicating Conclusions</p> <p>1. Construct arguments using claims and evidence from multiple sources, while acknowledging the counterclaims strength and limitations of the arguments</p> <p>2. Construct explanations using reasoning, correct sequence, examples and details with</p>	<p><b>With increasing independence,</b></p> <p>A. Communicating Conclusions</p> <p>1. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>2. Construct explanations using sound reasoning, correct sequence (linear or non-linear),</p>

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<p>3. Present a summary of an argument using print, oral, and digital technologies</p> <p>B. Critiquing Conclusions</p> <p>1. Ask and answer questions about arguments</p> <p>2. Ask and answer questions about explanations</p> <p>C. Taking Informed Action</p> <p>1. Identify and explain local problems and some ways in which people are trying to address these problems</p>	<p>relevant information and data.</p> <p>3. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essay, letters, debates, speeches, and reports) and digital technologies (e.g., internet, social media, and digital documentary)</p> <p>B. Critiquing Conclusions</p> <p>1. Critique arguments</p> <p>2. Critique explanations</p> <p>C. Taking Informed Action</p> <p>1. Draw on disciplinary concepts to identify and explain local, regional, and global problems at various times and places</p>	<p>relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>3. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps)</p> <p>B. Critiquing Conclusions</p> <p>1. Critique arguments for credibility</p> <p>2. Critique the structure of explanations.</p> <p>C. Taking Informed Action</p> <p>1. Draw on multiple lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over</p>	<p>examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, and technical).</p> <p>3. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., Internet, social media, and digital documentary)</p> <p>B. Critiquing Conclusions</p> <p>1. Critique the use of claims and evidence in arguments for credibility</p> <p>2. Critique the use of the reasoning, sequencing, and supporting details of explanations</p> <p>C. Taking Informed Action</p> <p>1. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, region, and</p>
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		time, identifying its characteristics and cause, and the challenges and opportunities faced by those trying to address the problem	global problem; instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address
<p>2. Identify ways to take action to help address local problems</p> <p>3. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms</p>	<p>2. Explain different strategies and approaches they and others could take to address local, regional, and global problems</p> <p>3. Use a range of deliberative and democratic procedures to make decision about and act on civic problems in their classrooms and schools</p>	<p>2. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible strategies and potential outcomes</p> <p>3. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts</p>	<p>these problems over time and place</p> <p>2. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning</p> <p>3. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts</p>
<b>Connections to Maryland College and Career Ready Standards (MDCCRS)</b>			
<ul style="list-style-type: none"> <li>Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*</li> </ul>			
<ul style="list-style-type: none"> <li>Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7). *</li> </ul>			
<ul style="list-style-type: none"> <li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*</li> </ul>			
<ul style="list-style-type: none"> <li>With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR</li> </ul>			

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Anchor Standard R.10).\*

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MDCCR Anchor Standard W.1).\*
- Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively. (MDCCR Anchor Standard SL 1).\*

\* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. \* Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

# American Government Framework

The High School Assessment (HSA) in American government provides Maryland students with the opportunity to learn the Constitutional framework and democratic process that structure the State and national political system. American Government establishes a knowledge base which supports the development of skills needed for citizens in a participatory democracy. Effective citizens possess a clear understanding of government: its structure, its purposes, and its processes. They gather, communicate, and utilize information in order to evaluate the competing goals and varying points of view related to public issues. Utilizing their knowledge and skills, effective citizens purposely choose to be involved in their political system and exert influence in a participatory democracy. To assist students in acquiring these skills, the content of the course is arranged around five of the six state social studies standards:

<b>Standard 1.0 Civics</b>	Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.
<b>Standard 3.0 Geography</b>	Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
<b>Standard 4.0 Economic</b>	Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

## The Inquiry Arc



Within the Inquiry Arc outlined in the 6.0 Skills and Processes document, students will be specifically assessed on the following skills:

**CLG Expectation 6.1, Dimension 3:** The student will demonstrate the ability to evaluate sources and use evidence.

- The student will evaluate the credibility of the sources by considering the authority, origin, type, context, and corroborative value of each source.
- The student will identify credible, relevant information contained in sources.

**CLG: Expectation 6.2, Dimension 4:** The student will demonstrate the ability to communicate and critique conclusions.

- The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

# American Government Framework

## Structure of the Exam

Via multiple-choice and short and extended written responses, the High School Assessment will measure both students' understanding of the core content **and** the skills and processes outlined in the assessment limits. The exam will include four types of items:

Question Type	Multiple Choice Items	Brief Constructed Response Items	Technology-aided Items	Skill-centered stacked items
<b>Description</b>	Students will select their response to the question from four answer options.	Students must develop the answer to a question using information that can be found in a particular text or other stimulus material (map, political cartoon, and quote) as well as background information that they bring to the question.	These items, which will be developed in a multiple choice format, will require students to manipulate information on the computer screen in order to display their answer selection. This could involve highlighting text, moving statements into one of two categories, or listening to a speech and then answering a question.	These items will include both multiple choice and brief constructed response items that utilize the same stimulus materials and allow students to demonstrate understanding of the assessed skills outlined in the 6.0 Skills and Processes document.
<b>Example</b>	Which of these is a characteristic of the United States system of government? A. State governments may choose to ignore national laws. B. The executive and legislative powers of government are combined into one branch. C. The executive branch of government can choose to dissolve the judicial branch. D. The powers of government are divided between the national and state governments.	What is the difference between fiscal and monetary policy? <ul style="list-style-type: none"> <li>• Which one would be more effective in bringing the economy out of a recession?</li> <li>• Include examples and details to support your answer.</li> </ul>	Not yet available for release.	Not yet available for release.

## Weaving of Government Principles

The American Government course intentionally emphasizes the foundational principles of federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection. These principles are introduced in the first unit and are revisited and assessed throughout the course. Students are expected to apply these principles to the outcome of Supreme Court decisions and the development and implementation of government policies.

# American Government Framework

## Using this document

### 1. What is an enduring understanding?

An enduring understanding is the overarching, conceptual guidelines for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

### 2. What is a unit question?

A unit question connects the big ideas in the enduring understandings and essential questions to the specific event and time period of study. Everything in the unit contributes to answering this question.

### 7. What is an assessment limit?

Assessment limits designate the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing that information.

## Structure and Origins of Government

<b>Content Standards</b>	1.0 Civics and 2.0 Peoples of the Nation and the World
<b>Core Learning Goal</b>	1.1 and 2.2.1
<b>Skills and Processes</b>	6.1.1, 6.1.2, 6.2.1

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form a democratic system that serves the purposes of government and protects the rights and authority of citizens.

**Unit Question:** How do the principles and structures of the United States government assist and/or impede meeting the purposes of government while protecting the rights and authority of the citizens?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Types of Government	Why do governments form?	<p>The student will analyze advantages and disadvantages of various types of governments throughout the world by:</p> <ul style="list-style-type: none"> <li>Comparing and describing the advantages and disadvantages of direct, representative, presidential, and parliamentary democracies. Evaluating the advantages and disadvantages of limited and unlimited political systems.</li> <li>Comparing authoritarian and democratic governments on distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and the ability to address a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characteristics of the types of political systems including: democratic (parliamentary, presidential) and authoritarian (absolute monarchy, oligarchy, dictatorship and totalitarian).</li> <li>Compare types of political systems on: distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and the ability to address a crisis.</li> </ul>

### 4. What is an Essential Question?

Essential questions help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.

### 5. What is an Indicator?

Indicator statements assist teachers in determining how to link specific content to be studied to the indicator and essential question.

### 3. What is a content topic?

The content topic indicates the umbrella under which several common topics are organized for study.

### 6. What is an Objective?

Objectives provide teachers with detailed information regarding what specific learning should occur.

# American Government Framework

## Structure and Origins of Government

<b>Content Standards</b>	1.0 Civics and 2.0 Peoples of the Nation and the World
<b>Skills and Processes</b>	6.1 and 6.2

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form a democratic system that serves the purposes of government and protects the rights and authority of citizens.

**Unit Question:** How do the principles and structures of the United States government assist and/or impede meeting the purposes of government while protecting the rights and authority of the citizens?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Types of Government	Why do governments form?	<p>The student will analyze advantages and disadvantages of various types of governments throughout the world by:</p> <ul style="list-style-type: none"> <li>• Comparing and describing the advantages and disadvantages of direct, representative, presidential, and parliamentary democracies.</li> <li>• Evaluating the advantages and disadvantages of democratic and authoritarian political systems.</li> <li>• Comparing authoritarian and democratic governments on distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and the ability to address a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Characteristics of political systems including: democratic (parliamentary, presidential) and authoritarian (absolute monarchy, oligarchy, dictatorship and totalitarian).</li> <li>➤ Compare types of political systems on: distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and the ability to address a crisis.</li> </ul>



# American Government Framework

## Structure and Origins of Government

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Origins and Founding Principles	How do the principles of government influence the structure of government to protect the rights of individuals?	<p>The student will evaluate how the principles of government assist or impede the functioning of government by:</p> <ul style="list-style-type: none"> <li>• Evaluating the balance between majority rule and the protection of individual rights.</li> <li>• Identifying the rights in the Bill of Rights and how they protect individuals and limit the power of government.</li> <li>• Analyzing the purpose of limited government and its impact on the structure, function, and processes of government.</li> <li>• Analyzing how principles are incorporated into the historic documents of American government and how those principles have been applied.</li> <li>• Analyzing how the principles of government are applied to real world situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Basic principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Historic Documents: Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights.</li> <li>➤ Students are to know which rights/protections are addressed by the first ten amendments.</li> <li>➤ Students are not expected to know the contents of any document by number.</li> <li>➤ Other documents, contemporary sources, and amendments may be assessed but excerpts will be provided.</li> </ul>

# American Government Framework

## The Legislative Branch

<b>Content Standards</b>	1.0 Civics and 3.0 Geography
<b>Skills and Processes</b>	6.1 and 6.2

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form a legislative branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

**Unit Question:** How do the foundational principles and structures of government assist or impede the functioning of government in the legislative branch?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Structure and Organization of Legislative Branch	How do principles of government influence the structure and organization of the legislative branch as established in the Constitution?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Legislative Branch] of government by:</p> <ul style="list-style-type: none"> <li>Describing the bicameral structure, powers, and organization of the United States Congress and the Maryland General Assembly.</li> <li>Comparing and contrasting the powers and responsibilities of local, state, and national legislative bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>Federal and Maryland state government: Legislative powers, structure, and organization.</li> <li>Local government will be assessed in terms of powers and responsibilities.</li> <li>Selection of national and Maryland state leaders via election/appointment process.</li> </ul>

# American Government Framework

## The Legislative Branch

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Elections	Are congressional elections organized to maintain a representative democracy?	<p>The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions by:</p> <ul style="list-style-type: none"> <li>• Explaining tools used by political parties, interest groups, lobbyists, candidates, the media and citizens to impact elections, public policy, and public opinion.</li> <li>• Evaluating the effectiveness of tools used to impact elections, public policy, and public opinion.</li> <li>• Analyzing various methods that individuals or groups may use to influence laws, government policies, and elections including referendum, acts of civil disobedience, voting, boycotts, financial contributions, digital communication, and voting drives.</li> <li>• Evaluating how the election process, including open and closed primaries, affects political outcomes, individual voter behavior, and public opinion.</li> <li>• Analyzing how candidates, campaigns, political parties, and financial contributions influence the political process, policy, and public opinion.</li> <li>• Evaluating how the roles and strategies that individuals and groups use to influence government policy and institutions affect the concepts of government.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impact of political parties, interest groups, lobbyists, candidates, the media, and citizens on elections, public policy, and public opinion.</li> <li>➤ Tools utilized to impact elections, public policy, and opinion: Voter registration drives, Open and Closed Primaries, lobbying, Political Action Committees (PACs), financial contributions, referendums, civil disobedience, voting, boycotts, and digital communication.</li> </ul>

# American Government Framework

## The Legislative Branch

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
		<p>The student will evaluate demographic factors related to political participation, public policy, and government policies by:</p> <ul style="list-style-type: none"> <li>Determining the impact of reapportionment, redistricting, and gerrymandering on government policies, fiscal decisions, and representation.</li> </ul>	<ul style="list-style-type: none"> <li>Political causes and effects of reapportionment, redistricting, gerrymandering, and voting patterns.</li> </ul>
Powers of Congress	Does Congress have the appropriate amount of power to fulfill its Constitutional responsibilities?	<p>The student will evaluate how the principles of government assist or impede the functioning of government by:</p> <ul style="list-style-type: none"> <li>Describing the structure, powers, and organization of the legislative branch on the federal, state, and local level.</li> <li>Describing how the Constitution provides for separation of powers and checks and balances.</li> <li>Evaluating the Elastic Clause and how implied powers impact the function of government.</li> <li>Determining why Bills of Attainder, ex post facto laws, and the suspension of Habeas Corpus are denied powers.</li> </ul>	<ul style="list-style-type: none"> <li>Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>Federal and Maryland State Government: Legislative powers, structure, and organization.</li> </ul>
Lawmaking	How does the process of lawmaking assist and impede the functioning of the legislative branch?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Legislative Branch] of government by:</p> <ul style="list-style-type: none"> <li>Describing how laws are made and the tools that assist and/or impede the process.</li> </ul>	<ul style="list-style-type: none"> <li>Federal and Maryland State Government: Legislative powers, structure, and organization.</li> </ul>

# American Government Framework

## The Executive Branch

<b>Content Standards</b>	1.0 Civics and 4.0 Economics
<b>Skills and Processes</b>	6.1 and 6.2

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form an executive branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

**Unit Question:** How do the foundational principles and structures of government assist or impede the functioning of government in the executive branch?

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Structure and Organization of the Executive Branch	How do the principles of government influence the structure of the executive branch as established in the Constitution?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Executive Branch] of government by:</p> <ul style="list-style-type: none"> <li>• Describing the structure, power, and organization of the executive branch on the federal, state, and local levels.</li> <li>• Explaining how executive departments and regulatory agencies assist in protecting rights, maintaining order and protecting the safety of citizens.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Federal and Maryland State Government: Executive powers, structure, and organization.</li> <li>➤ Local government will be assessed in terms of powers and responsibilities.</li> </ul>

# American Government Framework

## The Executive Branch

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Elections	Are presidential elections organized to maintain a representative democracy?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Executive Branch] of government by:</p> <ul style="list-style-type: none"> <li>• Determining how the nominating process, closed and open primaries, and general elections reflect the principles of representative democracy, consent of the governed, and majority rule.</li> <li>• Evaluating the utility of the Electoral College over time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Selection of national and Maryland State leaders: Electoral College and election/appointment processes.</li> </ul>



# American Government Framework

## The Executive Branch

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Regulatory Policy	How has the government's role and policies adapted to address various public issues?	<p>The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state by:</p> <ul style="list-style-type: none"> <li>• Describing the role of regulatory agencies in carrying out the policies of the executive branch on the national and state level.</li> <li>• Describing the purpose, roles, and responsibilities of regulatory agencies: Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Trade Commission (FTC), Federal Communications Commission (FCC), Federal Aviation Administration (FAA).</li> <li>• Examining how regulatory agencies respond to social issues/concerns and/or market failures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How regulatory agencies respond to social issues/concerns and/or market failures.</li> <li>➤ Regulatory agencies that respond to social issues and/or market failures: Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Trade Commission (FTC), Federal Communications Commission (FCC), Federal Aviation Administration (FAA).</li> <li>➤ Other national agencies, state, and local agencies can be used, but information will be provided in the item.</li> </ul>

# American Government Framework

## The Judicial Branch

<b>Content Standards</b>	1.0 Civics
<b>Skills and Processes</b>	6.1 and 6.2

**Enduring Understanding:** In the United States, principles and structures are employed to form a judicial branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

**Unit Question:** How do the foundational principles and structures of government assist or impede the functioning of government in the judicial branch?

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Structure and Powers of the Judiciary	How does the judicial branch uphold the principles of government, and why is the structure different from the other branches of government?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Judicial Branch] of Government by:</p> <ul style="list-style-type: none"> <li>• Describing the structure, power, and organization of the judicial branch on the federal, state, and local levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Federal and Maryland State government: Judicial powers, structure, and organization.</li> <li>➤ Local government will be assessed in terms of powers and responsibilities.</li> </ul>

# American Government Framework

## The Judicial Branch

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
<p>Landmark Decisions and Historical Impact of the Court on American Government</p>	<p>How have the decisions of the Supreme Court impacted individual rights, government powers, and policies over time?</p>	<p>The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society by:</p> <ul style="list-style-type: none"> <li>• Analyzing how the Supreme Court decisions in <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines</i> (1969), and <i>T. L.O. v New Jersey</i> (1985) impacted individual liberty.</li> <li>• Analyzing how the Supreme Court decisions in <i>McDonald v. Chicago</i> (2010) impacted federalism.</li> <li>• Analyzing how the Supreme Court’s decision in the case of <i>United States v. Nixon</i> (1974) impacted the separation of powers.</li> <li>• Analyzing how the Supreme Court’s decision in the case of <i>Marbury v. Madison</i> (1803) impacted limited government and checks and balances.</li> <li>• Analyzing how the Supreme Court’s decision in <i>Brown v. Board of Education</i> (1954) and <i>Baker v. Carr</i> (1962) impacted equal protection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Marbury v. Madison</i> (1803), <i>Brown v. Board of Education</i> (1954), <i>Baker v. Carr</i> (1962), <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Board of Education</i> (1969), U.S.</li> <li>➤ <i>v. Nixon</i> (1974), <i>New Jersey v. T.L.O</i> (1985), and <i>McDonald v. Chicago</i> (2010).</li> <li>➤ Cases impact on individual liberty (Tinker and T.L.O.); federalism (McDonald); separation of power (Nixon), limited government and checks and balances (Marbury); equal protection (Brown and Baker).</li> <li>➤ Other cases that address the same issues could be used, but information about these cases will be provided in the item.</li> </ul>

# American Government Framework

## The Judicial Branch

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<p>The student will evaluate the principle of due process by:</p> <ul style="list-style-type: none"> <li>Explaining how the Supreme Court used the due process and equal protections clauses of the 14<sup>th</sup> Amendment to incorporate protection of individual rights and extend federal power.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impact of judicial incorporation on federal power and individual rights.</li> <li>➤ Information about due process cases will be provided in the item.</li> </ul>
Criminal and Civil Law	How do two court systems maintain order and uphold individual rights?	<p>The student will analyze elements, proceedings, and decisions related to criminal and civil law by:</p> <ul style="list-style-type: none"> <li>Describing the role of the courts in settling disputes between individuals.</li> <li>Analyzing the effectiveness of out-of-court settlements, arbitration, and mediation as alternatives to litigation.</li> <li>Identifying the elements of civil law including: plaintiff, defendant, contract, breach of contract, torts, damages, preponderance of evidence, and petit jury.</li> <li>Identifying the elements of criminal law including: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare and contrast the elements, proceedings, and decisions in civil and criminal law.</li> <li>➤ Civil law: Plaintiff, defendant, contract, breach of contract, torts, damages, preponderance of evidence, petit jury, and out-of-court settlements.</li> <li>➤ Criminal law: Defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena.</li> </ul>

# American Government Framework

## The Judicial Branch

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<ul style="list-style-type: none"><li>Comparing the proceedings of civil and criminal cases including: grand jury, petit jury, indictment, standards of proof (beyond a reasonable doubt and preponderance of the evidence), plea bargaining, probable cause, writ of habeas corpus, and subpoena.</li></ul>	

# American Government Framework

## Economic Policy

<b>Content Standards</b>	4.0 Economics
<b>Skills and Processes</b>	6.1 and 6.2

**Unit Enduring Understanding:** United States economic policy is continually adapting to meet competing socio-economic goals.

**Unit Question:** How does the United States balance competing socio-economic goals?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Economic Systems	What kind of economic system should the United States have?	<p>The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce by:</p> <ul style="list-style-type: none"> <li>Explaining how traditional, command and market and mixed economies answer the basic economic questions of what to produce, how to produce and for whom to produce when resources are limited.</li> <li>Determining how scarcity and opportunity cost affect government decision-making.</li> <li>Evaluating the role of the United States government in answering the basic economic questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role of government in answering the basic economic questions in traditional, command, market, and mixed economies.</li> <li>➤ The role of scarcity and opportunity cost in government decision-making.</li> </ul>

# American Government Framework

## Economic Policy

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Economic Goals and Indicators	How does the United States measure and establish its socio-economic goals?	<p>The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals by:</p> <ul style="list-style-type: none"> <li>• Explaining how the Consumer Price Index (CPI), the unemployment rate, and the Gross Domestic Product (GDP) measure economic performance.</li> <li>• Explaining how the business cycle reflects economic instability, including periods of inflation and recession.</li> <li>• Explaining how governments prioritize the competing socio-economic goals of freedom, growth, stability, equity, national defense, environmental protection, and educational quality in response to changing economic, social, and political conditions.</li> <li>• Evaluating how the principles of economic costs, benefits, and opportunity cost affect public policy issues, such as environmental and healthcare concerns, defense and education policy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measures of economic performance include Gross Domestic Product (GDP), Consumer Price Index (CPI), and the unemployment rate.</li> <li>➤ Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.</li> <li>➤ Competing socio-economic goals of freedom, growth, stability, equity, national defense, environmental protection, and educational quality.</li> </ul>

# American Government Framework

## Economic Policy

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Fiscal Policy	How effective is fiscal policy at promoting full employment, price stability, and economic performance?	<p>The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance by:</p> <ul style="list-style-type: none"> <li>• Describing the role of the state and federal legislative branches in developing fiscal policy.</li> <li>• Analyzing the role of the executive in the budgetary process on the national, state and local level.</li> <li>• Describing how the legislative branch influences economic performance by using the tools of fiscal policy including increasing and decreasing taxes and tariffs and/or spending.</li> <li>• Evaluating the effectiveness of fiscal policy in achieving economic growth, full employment, and price stability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tools of fiscal policy include increasing/decreasing taxes and tariffs and/or spending.</li> <li>➤ Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.</li> </ul>
Monetary Policy	How effective is monetary policy at promoting full employment, price stability, and economic performance?	<p>The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance by:</p> <ul style="list-style-type: none"> <li>• Describing how the Federal Reserve System uses the three tools of monetary policy, including open market operations, changes in the discount rate, and changes in the reserve requirements to influence the economy.</li> <li>• Evaluating the effectiveness of monetary policy in achieving economic growth, full employment, and price stability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.</li> <li>➤ Tools of monetary policy (Federal Reserve System) include the reserve requirement, the discount rate, and open-market operations (buying and selling of government securities).</li> </ul>

# American Government Framework

## Domestic Policy

<b>Content Standards</b>	1.0 Civics and 3.0 Geography
<b>Skills and Processes</b>	6.1 and 6.2

**Unit Enduring Understanding:** In the United States the government balances competing interests to develop domestic policy that promotes the common good.

**Unit Question:** How does the government balance competing interpretations of the common good in order to implement public policy?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Citizens and Public Policy	How do individuals and groups influence government policy?	<p>The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions by:</p> <ul style="list-style-type: none"> <li>• Analyzing how candidates, campaigns, political parties, the media lobbyists and financial contributions and citizens, influence the political process, policy, and public opinion.</li> <li>• Evaluating the tools that individuals or groups may use to influence laws, government policies, and elections including referendum, acts of civil disobedience, voting, boycotts, financial contributions, digital communication, and voting drives.</li> <li>• Identifying the voting patterns of various demographic groups and their impact on governmental policy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impact of political parties, interest groups, lobbyists, candidates, the media and citizens on elections, public policy, and public opinion.</li> <li>➤ Tools utilized to impact elections, public policy, and opinion: Voter registration drives, Open and Closed Primaries, lobbying, Political Action Committees (PAC), financial contributions, referendums, civil disobedience, voting, boycotts, and digital communication.</li> </ul>

# American Government Framework

## Domestic Policy

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Regional Domestic Policy	How do regional interests shape the formation and implementation of government policy?	<p>The student will analyze the roles and relationships of regions on the formation and implementation of government policy by:</p> <ul style="list-style-type: none"> <li>• Explaining how geographic characteristics and shared interests stimulate regional cooperation between governments and influence foreign policy and effect political decision-making.</li> <li>• Analyzing the importance of regional characteristics and interests including economic development, natural resources, climate and environmental issues, and population shifts in formulating local, state, and national government policy.</li> <li>• Analyzing patterns, trends, and projections of population and how these may affect environmental policy, education spending, health care, and social security.</li> </ul>	<ul style="list-style-type: none"> <li>➤ International, national, state, local, and/or regional interests that may shape government policy.</li> <li>➤ Examples of the criteria used to define a region include economic development, natural resources, population, religion and climate. Regional means different areas within Maryland (e.g. Eastern Shore, mining region, Appalachia, Piedmont Plateau), the United States (e.g., Northeast, Sunbelt, mid-Atlantic regions) and the world.</li> <li>➤ Patterns, trends, and projections of population growth in regions and how these may affect the environment, society, and government policy.</li> <li>➤ Influence of demographic factors on government funding decisions including Social Security.</li> </ul>

# American Government Framework

## Domestic Policy

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Public Policy	How do the principles of government and competing interests impact the formation and implementation of public policy?	<p><b>The student will evaluate roles and policies the government has assumed regarding public issues by:</b></p> <ul style="list-style-type: none"> <li>• Describing how limited government impacts the development and implementation of government policies for entitlements, including social security, housing, and nutritional assistance.</li> <li>• Evaluating how the rights and responsibilities of citizens impact government policies regarding Public Health, including immunization, Medicare and Medicaid, and food safety.</li> <li>• Analyzing how federalism impacts government policies for Education, including Elementary and Secondary Education Act and school choice.</li> <li>• Describing the impact of the rights and responsibilities of citizens on crime and punishment and incarceration.</li> <li>• Analyzing the impact of limited government on government policies for Technology, including cybersecurity, censorship, and energy.</li> </ul> <p><b>The student will evaluate the role of government in addressing land use and other environmental issues by:</b></p> <ul style="list-style-type: none"> <li>• Evaluating the way national, state, and local governments develop policy to address land use and environmental issues, such as pollution, urban sprawl, property rights and land use/ zoning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Public issues: Entitlements (Social Security, housing and nutritional assistance); Public Health (Immunization, Medicare and Medicaid, food safety); Education (Elementary and Secondary Education Act, school choice); Crime and Punishment (law enforcement and incarceration) and Technology (Cybersecurity, censorship, energy.)</li> <li>➤ Impact of the federal policies on federalism, limited government, and/or rights and responsibilities.</li> <li>➤ National, state, and/or local issues.</li> <li>➤ Issues will include government policies related to pollution, urban sprawl, property rights, and land use/zoning.</li> </ul>

# American Government Framework

## Domestic Policy

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<p>The student will analyze policies designed to protect the rights of individuals and groups and to promote equity in American society by:</p> <ul style="list-style-type: none"> <li>• Evaluating the effectiveness of governmental policies (legislation and executive orders) in promoting equity and civil rights for minorities, women and the disabled.</li> <li>• Examining the impact of equal protection on immigration and affirmative action policies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Policies that address the rights of minorities, women, and the disabled.</li> <li>➤ Policies that address immigration and affirmative action.</li> <li>➤ Impact of equal protection on policies that address the rights of minorities, women, and the disabled.</li> <li>➤ Information about the above policies will be provided in the item.</li> </ul>

# American Government Framework

## Foreign Policy

<b>Content Standards</b>	2.0 Peoples of the Nation and the World
<b>Skills and Processes</b>	6.1 and 6.2

**Unit Enduring Understanding:** In the United States, foreign policy is continually adapting to meet its competing foreign policy goals.

**Unit Question:** How does the United States balance competing foreign policy goals?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Foreign Policy Goals and Tools	How does the United States establish and achieve foreign policy goals?	<p>The student will analyze economic, political, and social issues and their effect on foreign policies of the United States by:</p> <ul style="list-style-type: none"> <li>Analyzing the conflicting demands of the United States foreign policy goals of trade, national security, and human rights.</li> <li>Contrasting isolationism versus interventionism in United States foreign policy.</li> <li>Explaining the tools used by the president to develop and implement foreign policy.</li> <li>Examining how the foreign policy tools of military intervention, economic sanctions, foreign aid, and diplomacy affect American relationships with other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Policies of United States government that establish or hinder relationships with other countries include: trade, national security, and human rights.</li> <li>Tools used by the United States to affect international relationships: Military intervention, economic sanctions, foreign aid, and diplomacy.</li> </ul>

# American Government Framework

## Foreign Policy

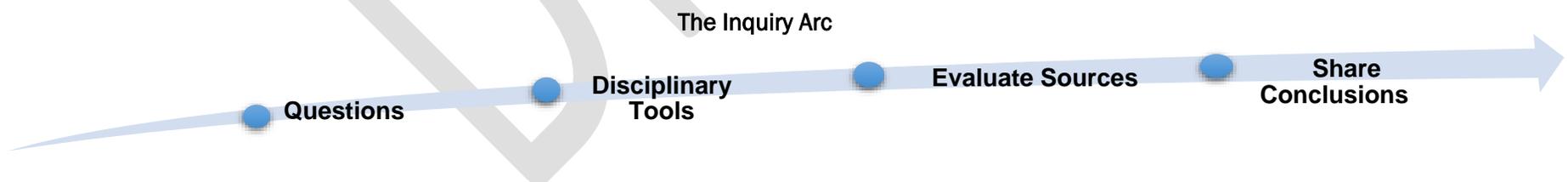
Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The United States role in the international community	Does United States participation with international organizations help it achieve its foreign policy goals?	<p>The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States by:</p> <ul style="list-style-type: none"> <li>• Explaining the military and security functions of the North Atlantic Treaty Organization (NATO) and the United Nations (UN).</li> <li>• Explaining the humanitarian role of the Red Cross/Red Crescent and the United Nations.</li> <li>• Explaining the economic function of North American Free Trade Agreement (NAFTA), the United Nations (UN), and the World Trade Organization (WTO).</li> <li>• Analyze how the United States involvement in international organizations advances or hinders the achievement of foreign policy goals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impact of international alliances and organizations on trade, national security, and/or human rights.</li> <li>➤ International alliances and organizations: United Nations (UN), North Atlantic Treaty Organization (NATO), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), and International Red Cross/Red Crescent.</li> <li>➤ Other examples of alliances and organizations in which the United States participates may be used, but information will be provided in the item.</li> </ul>

# Middle School United States History Framework

Eighth grade United States History focuses on developing students' understanding of United States History from Colonization until the dawn of the 20<sup>th</sup> Century. In United States History students interpret historical evidence and identify significant trends in order to understand major developments that define the first 300 years of the American experience. The study of United States History will enable students to understand the development and expansion of a market economy and the economic forces that drove the growth of a continental power and examine the development of the foundational documents and democratic practices that define the growth of the American Republic. Students will examine the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an American identity. Understanding of events from multiple perspectives and to understand that women, African Americans, Native Americans and other minorities possess historical agency are important tools to assist student comprehension of the complicated nature of the American story. To assist students in acquiring these understandings, the content of the course is arranged around six state social studies standards:

<b>Standard 1.0 Civics</b>	Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.
<b>Standard 3.0 Geography</b>	Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
<b>Standard 4.0 Economic</b>	Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students will examine specific ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and around the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.



# Middle School United States History Framework

Within the Inquiry Arc outlined in the 6.0 Skills and Processes document, students will be specifically assessed on the following skills:

**Dimension 3:**

- Evaluate the relevancy and utility of a historical source, based on information such as maker, date, place of origin, intended audience and purpose.
- Identify credible, relevant information contained in the sources.

**Dimension 4**

- Construct arguments using claims and evidence from multiple sources.

## Structure of the Exam

Via multiple-choice and short and extended written responses, the Middle School Assessment will measure both students' understanding of the core content **and** the skills and processes outlined in the assessment limits. The exam will include four types of items:

Question Type	Multiple Choice Items	Brief Constructed Response Items	Technology-aided Items	Performance-based, Criterion referenced Primary Source Items
<b>Description</b>	Students will select their response to the question from four answer options.	Students must develop the answer to a question using information that can be found in a particular text or other stimulus material (map, political cartoon, and quote) as well as background information that they bring to the question.	These items will require students to manipulate information on the computer screen in order to display their answer selection. This could involve highlighting text, moving statements into one of two categories, or listening to a speech and then answering a question.	
<b>Example</b>	During the debate over ratification of the United States Constitution, Antifederalists argued that a bill of rights should be added to: <ol style="list-style-type: none"> <li>Preserve the interests of slaveholders</li> <li>List the responsibilities of citizens</li> <li>Protect individual liberties</li> <li>Ensure federal supremacy</li> </ol>	To be announced	To be announced	To be announced

# Middle School United States History Framework

## Using this document

### 1. What is an enduring understanding?

An enduring understanding is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

### 2. What is a unit question?

A unit question connects the big ideas in the enduring understandings and essential questions to the time period of study. Everything in the unit contributes to answering this question.

### 3. What is an assessment limit?

Assessment limits designate the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing that information.

## The American Revolution (1754-1776)

**Unit Enduring Understanding:** There are numerous factors that compel an individual or a group of citizens to change or abolish the current system/government.

**Unit Question:** Why did American Colonists rebel against British authority?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
French and Indian War	How can conflict change the relationship between a government and its citizens?	Students will analyze population growth, migration, and settlement patterns in the United States prior to 1877 by: <ul style="list-style-type: none"> <li>Explaining why Americans migrated west of the Appalachian Mountains in the 16<sup>th</sup> century.</li> <li>Assessing how the French and Indian War impacted British colonial policies, and the push for American independence.</li> </ul>	<ul style="list-style-type: none"> <li>Causes and consequences of the French &amp; Indian War</li> </ul>
British Acts and Colonial Acts of Resistance	Can citizens effectively protest government actions?	Students will defend the importance of civic participation as a citizen of the United States by: <ul style="list-style-type: none"> <li>Evaluating the methods used by American colonists to resist British policies before 1775</li> <li>Evaluating the effectiveness of colonial protests to British colonial policies.</li> </ul>	<ul style="list-style-type: none"> <li>Laws and acts passed by Parliament that affected the colonies.</li> <li>Colonial Response to British Acts</li> <li>Perspectives of various groups regarding British laws and colonial protests.</li> </ul>
Declaring Independence	When are citizens justified in changing their government?	Students will analyze the impact of historic documents and practices that became the foundations of the American political system during the early national period by: <ul style="list-style-type: none"> <li>Analyzing the principles expressed in the Declaration of Independence and their intellectual origins.</li> </ul>	<ul style="list-style-type: none"> <li>Colonists' justification for declaring independence</li> </ul>

### 5. What is an Essential Question?

Essential questions help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.

### 6. What is an Indicator?

Indicator statements assist teachers in determining how to link specific content to be studied to the essential question. Indicators for United States History include the spatial levels (regional, interregional, and global) to help teachers understand the level at which they are examining the historical events, people, and ideas.

### 4. What is a content topic?

The content topic indicates the umbrella under which several common topics are organized for study.

### 7. What is an Objective?

Objectives provide teachers with detailed information regarding what specific learning should occur.

# Middle School United States History Framework

## Colonization (1607-1754)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understandings:** When diverse cultures interact, it can lead to conflict, change, and cooperation.

**Unit Question:** How did the interaction of European, African, and Native cultures lead to conflict and change, and cooperation?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Interactions in the New World	How did European exploration and colonization result in cultural and economic interactions among previously unconnected peoples.	<p>Students will evaluate the interaction of European, African, and native cultures in colonial America by:</p> <ul style="list-style-type: none"> <li>• Describing the varied cultures and geographic distribution of Native populations in North America prior to European arrival.</li> <li>• Assessing the range of reactions of native populations to the colonization of North America.</li> <li>• Analyzing the factors causing European migration to North America.</li> <li>• Identifying the causes and impacts of slavery in colonial North America.</li> </ul>	<p>➤ This unit serves as a bridge unit with the grade 5 United States History and <b>will not</b> be assessed on the middle school exam.</p>
Colonial North America	What fostered the development of distinct regions in colonial North America?	<p>Students will analyze how geography and economics influenced the location and development of Colonial North American regions by:</p> <ul style="list-style-type: none"> <li>• Comparing the economic, political, social, religious and ethnic composition of colonial regions of New England, the mid-Atlantic, the Chesapeake, and the South.</li> <li>• Evaluating the impact of mercantilism on the political and economic relationship between the North American colonies and Great Britain.</li> </ul>	<p>➤ This unit serves as a bridge unit with the grade 5 United States History and <b>will not</b> be assessed on the middle school exam.</p>

# Middle School United States History Framework

## The American Revolution (1754-1783)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Numerous factors compel people to change or abolish the current system/government.

**Unit Question:** To what extent were American Colonists justified in rebelling against British authority?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
French and Indian War	How did the French and Indian War alter the relationship between natives, colonists, and foreign nations?	<p>Students will analyze the causes and consequences of the conflict between Native Americans and European colonies by:</p> <ul style="list-style-type: none"> <li>● Explaining the sources of conflict between Native Americans, European powers, and Americans’ migrating west of the Appalachian Mountains.</li> <li>● Assessing how the French and Indian War impacted Native American alliances, British colonial policies, and American colonists.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sources of conflict: Land, population movement, trade.</li> <li>➤ Impacts of the French and Indian War: Proclamation of 1763, taxation, Pontiac’s Rebellion.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
British Acts and Colonial Acts of Resistance	Why and how did Americans resist the British?	<p>Students will evaluate the significance of the end of salutary neglect as a turning point in American History by:</p> <ul style="list-style-type: none"> <li>● Analyzing the effect of British policies on the American colonies.</li> <li>● Evaluating the effectiveness of the methods of colonial resistance to British policies.</li> <li>● Identifying the principles expressed in the Declaration of Independence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ British Colonial policies: Sugar Act, Townsend Acts. Intolerable Acts.</li> <li>➤ Methods of resistance: Boycotts (Homespun Movement), Organizations (Sons and Daughters of Liberty), protest (Boston Tea Party).</li> <li>➤ Principles in the Declaration: Natural Rights, Consent of the Governed, right of people to alter or abolish government,</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
			<ul style="list-style-type: none"> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
The American Revolution	<p>What challenges to upholding the ideals of the Declaration of Independence existed after the Revolution?</p>	<p>Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War by:</p> <ul style="list-style-type: none"> <li>• Analyzing the domestic, military, geographic, and diplomatic factors that led to the American defeat of the British.</li> <li>• Assessing how free and enslaved African Americans, women and Native Americans, contributed to and were impacted by the American Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Factors that influenced American victory: Domestic (Tories and Loyalists), Military (Impact of the Battle of Saratoga, George Washington’s leadership), Diplomatic (French intervention), geographic (knowledge of land).</li> <li>➤ Contributions to/Impacted by the American Revolution: Joseph Brant, manumission, Republican Motherhood, treatment of Loyalists.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## Founding of the New Government (1776-1791)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understandings:** Nations are constructed and governed through compromise and conflict.

**Unit Question:** How does the Constitution reflect compromise and conflict?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Articles of Confederation	How effective were the Articles of Confederation at governing the new nation?	<p>Students will evaluate the historical significance of the Articles of Confederation by:</p> <ul style="list-style-type: none"> <li>● Explaining the structure and the powers of the Articles of Confederation.</li> <li>● Analyzing the success and failures of the Articles of Confederation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structure/Powers of Articles of Confederation: No national court system, no national army, weak national executive, lack of national currency, inability to raise taxes.</li> <li>➤ Success and failures: Northwest Ordinance, rise of sectionalism, Shays Rebellion.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Constitutional Convention	What challenges to upholding the ideals of the Declaration of Independence existed after the Constitutional Convention?	<p>Students will evaluate the reasons for the development of the United States Constitution by:</p> <ul style="list-style-type: none"> <li>● Describing the purpose of the Constitutional Convention.</li> <li>● Analyzing how the Great Compromise addressed regional interests and differences.</li> <li>● Describing the sectional debate over slavery and how the Constitution addressed slavery and freedom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purpose of the Convention: Amending the Articles, stronger central government.</li> <li>➤ Great Compromise: Bicameral structure of Congress, impact on representation.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
			<ul style="list-style-type: none"> <li>➤ Sectional Debate: Three-Fifths Compromise, fugitive slave law, slave importation.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
United States Constitution	How and why is power distributed in the United States Constitution?	<p>Students will evaluate the impact of the Constitution on the structure of the United States government by:</p> <ul style="list-style-type: none"> <li>● Identifying the six goals of the Constitution as stated in the Preamble.</li> <li>● Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government.</li> <li>● Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goals of Constitution in Preamble: More perfect Union, establish justice, ensure domestic tranquility, promote the common defense, promote the general welfare, and secure the blessings of liberty.</li> <li>➤ The principles of government: checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Ratification and the Bill of Rights	How does the Bill of Rights reflect compromise and conflict between the government and its people?	<p>Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution by:</p> <ul style="list-style-type: none"> <li>● Analyzing the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution.</li> <li>● Evaluating the impact of the Bill of Rights on the ratification of the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Federalists/Anti-Federalist: Federalists strong central government, anti-Federalists strong state government and Bill of Rights.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## A New Nation (1787-1823)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** New nations experience success and failure in foreign and domestic affairs which shape their growth and development.

**Unit Question:** How did the successes and failures in foreign and domestic affairs shape the development of the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Early Republic	How effectively did the federal government respond to domestic and foreign challenges?	<p><b>Students will evaluate the short and long term impact of government decisions made during Federalist administrations by:</b></p> <ul style="list-style-type: none"> <li>Identifying the impact Presidents George Washington had on setting precedents for the office of the President.</li> <li>Evaluating the impact of the Federalist and Democratic-Republican parties on domestic and foreign policy.</li> <li>Explaining the impact of <i>Marbury v Madison</i> on the power of the Supreme Court.</li> </ul> <p><b>Students will evaluate the historical significance of the Louisiana Purchase on the United States by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the diplomatic and constitutional challenges involved in the Louisiana Purchase.</li> <li>Assessing the political and economic impact of the Louisiana Purchase and its impact on the United States relations with native populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Precedents Set: Two terms, peaceful transition of power, development of a cabinet, strict and loose interpretation of the Constitution.</li> <li>➤ Outcomes of the debates over the Whiskey Tax, national bank, and Alien and Sedition Act of 1798, Kentucky and Virginia Resolutions, Quasi-War.</li> <li>➤ Impact of <i>Marbury v. Madison</i>: Judicial review.</li> <li>➤ Other topics may be assessed but information will be provided.</li> <li>➤ Louisiana Purchase: French and Spanish interests, and arguments for and against the purchase.</li> <li>➤ Impacts of the Louisiana Purchase: Lewis and Clark, nation's geographic size, economic growth, relationship with Native American Tribes and foreign countries.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Second War of Independence	How did the war of 1818 shape national identity?	<p>Students will analyze the emerging foreign policy of the United States by:</p> <ul style="list-style-type: none"> <li>• Identifying the domestic and foreign causes of the War of 1812.</li> <li>• Explaining the political, geographic, and military factors that led to the American defeat of the British.</li> <li>• Analyzing how the War of 1812 impacted Native Americans, American political parties, and American nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Causes of the War: The Embargo Act of 1807, impressment, War Hawks, Tecumseh.</li> <li>➤ Factors leading to defeat of the British: Impact of the Battle of New Orleans, Ft. McHenry, burning of Washington.</li> <li>➤ Impacts of the war: Demise of the Federalist Party, nationalism, growth of American industry, Monroe Doctrine.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

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# Middle School United States History Framework

## Geographic Expansion and Political Division (1820-1860)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** National unity can be challenged by political, social, and economic change.

**Unit Question:** How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Sectional Growth	How did regional tensions challenge national unity?	<p><b>Students will analyze the influence of industrialization, technological , and demographic changes on society by:</b></p> <ul style="list-style-type: none"> <li>Assessing the impact of technological developments in communication and transportation.</li> <li>Evaluating the growth of the factory system and its impacts on labor, women, and migration.</li> <li>Assessing the impact of the Supreme Court of John Marshall on national power and economic growth.</li> <li>Identifying the push and pull factors driving antebellum immigration.</li> </ul> <p><b>Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance by:</b></p> <ul style="list-style-type: none"> <li>Evaluating the impact of technology on the geographic expansion of the institution of slavery.</li> <li>Analyzing the conditions that defined life for the enslaved.</li> <li>Contrasting the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression, and institutionalized racism.</li> <li>Evaluating the effectiveness of the Missouri Compromise in resolving the influence of slavery on politics and sectionalism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Technological developments: Telegraph, canals, railroads.</li> <li>➤ Impacts of technological change: economic growth, national unity, geographic migration.</li> <li>➤ Factory System: Interchangeable parts, Lowell Mills.</li> <li>➤ Supreme Court: <i>McCulloch v. Maryland</i></li> <li>➤ Immigration: Origin of immigrants, nativism.</li> <li>➤ Expansion of slavery: Cotton Gin, cotton belt.</li> <li>➤ Conditions of slavery: marriage, punishments, family separation.</li> <li>➤ Resistance to slavery: Rebellion, destruction of property, running away, sabotage.</li> <li>➤ Effectiveness of the Missouri Compromise: Impact on slave-free state balance.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
			<ul style="list-style-type: none"> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Jacksonian Era	How can an individual leader change the social, economic, and political life of a nation?	<p>Students will evaluate the political, economic, and social impact of Jacksonian Democracy by:</p> <ul style="list-style-type: none"> <li>• Explaining the impact of President Andrew Jackson’s presidency on sectional politics, democracy, electoral processes, and the economy.</li> <li>• Contrasting the Native and American arguments surrounding the issue of Native American rights and land ownership.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Andrew Jackson: Nullification crisis, national bank, expansion of the franchise.</li> <li>➤ Native American Removal: Characteristics of Native life, Indian Removal Act, <i>Worcester v. Georgia</i>, Trail of Tears.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Social Reform Movements	How can individuals and groups affect social change?	<p>Students will analyze the impact of antebellum reform movements on American politics and society by:</p> <ul style="list-style-type: none"> <li>• Evaluating the impact of social reform movements on temperance, prison, and educational reform.</li> <li>• Tracing the evolution, arguments, and impacts of the antebellum women’s movement.</li> <li>• Identifying the methods, arguments, and impacts of the abolitionist movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Women’s Movement: Laws effecting women, Declaration of Rights and Sentiments, Elizabeth Cady Stanton.</li> <li>➤ Abolitionist movement: Underground Railroad, Frederick Douglas, Harriet Tubman, moral suasion/literature and propaganda.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Westward Expansion	Do the benefits of territorial expansion outweigh the costs?	<p>Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups by:</p> <ul style="list-style-type: none"> <li>Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession.</li> <li>Analyzing the consequences of the rapid settlement of California, Oregon, and Texas.</li> <li>Explaining the causes, course, and consequences of the Mexican-American War.</li> <li>Assessing the impacts of the Compromise of 1850.</li> </ul>	<ul style="list-style-type: none"> <li>Manifest Destiny: Key components of the concept, views of Native Americans, Mexicans, and Anglos.</li> <li>Rapid Settlement: Territorial growth of the United States, impact on slave-free state balance.</li> <li>Mexican War: Territorial growth of the United States.</li> <li>Compromise of 1850: Fugitive Slave Law, impact on slave and free-state balance.</li> </ul>
Path to Disunion	What factors lead a country to civil war?	<p>Students will evaluate the causes of the Civil War by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization.</li> <li>Assessing the impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states.</li> <li>Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Sectional polarization: Kansas-Nebraska Act, popular sovereignty, Dred Scott decision, John Brown.</li> <li>Election of 1860: Abraham Lincoln, Secession.</li> <li>Causes of the Civil War: Slavery, economic differences, westward expansion, political parties, states' rights.</li> <li>Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## Civil War and Reunion (1860-1896)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Societies efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.

**Unit Question:** How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Civil War	How does war impact and change society?	<p><b>Students will analyze factors affecting the outcome of the Civil War by:</b></p> <ul style="list-style-type: none"> <li>• Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy.</li> <li>• Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict.</li> </ul> <p><b>Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by:</b></p> <ul style="list-style-type: none"> <li>• Evaluating the military and historic significance of the Emancipation Proclamation.</li> <li>• Evaluating the efficacy and constitutionality of President Abraham Lincoln’s suspension of the Writ of Habeas Corpus.</li> <li>• Describing economic opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goals, resources, strategies, and technology: Contrast resources available to the Union and Confederacy at outset of the war, naval blockade, King Cotton Diplomacy, conscription.</li> <li>➤ Factors affecting the outcome:</li> <li>➤ Significance of the Emancipation Proclamation: African American troops, emancipation.</li> <li>➤ Evaluating Civil Liberties: <i>Ex Parte Merryman</i>.</li> <li>➤ Economic opportunities/obstacles: Draft Riots, Bread riots, inflation, increase in industry.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Reconstruction and Reunion	How does a nation reconcile past injustices?	<p><b>Students will analyze the political, economic, and social goals of Reconstruction by:</b></p>	

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
		<ul style="list-style-type: none"> <li>• Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans.</li> <li>• Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans.</li> <li>• Examining the ways in which African American communities fought to protect and expand their rights.</li> </ul> <p><b>Students will explain how the United States government protected or failed to protect the rights of individuals and groups by:</b></p> <ul style="list-style-type: none"> <li>• Assessing the factors that influenced the end of Reconstruction.</li> <li>• Evaluating the impact of the Supreme Court, debt peonage, Jim Crow Laws and disenfranchisement on the enforceability of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goals and Policies: 13th, 14th, and 15th Amendments, Freedmen’s Bureau, Military Reconstruction Act.</li> <li>➤ Actions taken to deny freedoms: Black Codes, First Ku Klux Klan, share cropping.</li> <li>➤ Protecting and expanding rights: Role of the church, education, and voting.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul> <ul style="list-style-type: none"> <li>➤ Election of 1876/ Bargain of 1877</li> <li>➤ <i>Plessy v. Ferguson</i>, Jim Crow Laws, convict labor lease system, grandfather clause, literacy test, poll tax.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## Growth of Industrial America (1877-1890)

Standard 1.0 Civics
Standard 2.0 Peoples of the Nations and World
Standard 3.0 Geography
Standard 4.0 Economic
Standard 5.0 History
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Economic growth destroys old means of production and replaces them with new ones.

**Unit Question:** How did economic change alter political and social relationships in the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Industrialization	Do the benefits of industrialization outweigh the costs?	<p>Students will analyze the causes and consequences of Industrialization in the late 19th century United States by:</p> <ul style="list-style-type: none"> <li>Analyzing how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization.</li> <li>Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy.</li> <li>Evaluating the impact of industrialization and laissez-faire policies on labor.</li> <li>Identifying responses to post-Civil War immigration.</li> <li>Describing the relationship between industrialization and urbanization.</li> </ul>	<p>This unit serves as a bridge unit with the high school United States History course and <b>will not</b> be assessed on the middle school exam.</p>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
<p><b>Westward Movement</b></p>	<p>How does geographic expansion challenge and support national unity.</p>	<p>Students will analyze the causes and consequences of westward expansion by:</p> <ul style="list-style-type: none"> <li>• Describing the impact of geography and technology on the settlement of the west.</li> <li>• Evaluating the Native Americans responses to western migration.</li> <li>• Evaluating the impact of government actions on patters if immigration.</li> <li>• Describing the experiences of minorities in the west, such as extended rights for African Americans, the mistreatment of Chinese, and the extension of political and legal rights to women.</li> </ul>	<p>This unit serves as a bridge unit with the high school United States History course and <b>will not</b> be assessed on the middle school exam.</p>