

**EXEMPLARY HISTORY BENCHMARKS
AMONG THE SEVEN STATES
IN THE CENTRAL REGION**

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INTRODUCTION

This study identifies a core set of history standards and benchmarks that have been identified as exemplary and are used by a significant number of educators in the Central Region served by McREL (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming). Specifically, the study provides a list of the knowledge and skills expected of students in most or all states in the Central Region that also are found in state standards documents rated as exemplary by national organizations for their coverage of history content.

During the course of McREL's work over the last 10 years while helping schools, districts, and states develop and improve their standards, certain questions have continued to arise: how can we determine what is most essential for students to learn? How can we be confident that we have not omitted significant content?

Increased attention to accountability and testing, especially with the advent of the No Child Left Behind legislation, adds urgency to these questions. In the social studies, these concerns are both more pressing and more difficult to address than in other content areas, principally for two reasons. First, the amount of material identified for coverage is significantly larger than other subject areas. A synthesis of subject-matter content across all content areas (Kendall & Marzano, 2000) reveals that the number of benchmarks in history is one-third greater than the benchmarks in English language arts, mathematics, and science combined. Considering that social studies comprises not only history, but civics, geography, and economics, it seems obvious why there exist pressures to reduce history content to that which is most significant. Second, a recent study on the decline of liberal arts in K–12 education (von Zastrow, 2004) suggests that increased emphasis on reading and mathematics has led to a decrease in instructional time made available for social studies, civics, and geography, a trend especially evident in high-minority schools. Thus, in the absence of other solutions, there appears to be a pressing demand to help schools make an informed selection from among the significant amount of history content.

Current school reform efforts also create a significant demand for curriculum materials that help students achieve specific and worthwhile standards. Such a shared set of standards and benchmarks as presented here may provide educators with a useful focus for their efforts to find or share high-quality materials that support exemplary standards and benchmarks.

The list of standards and benchmarks presented in this report represents content in the study of history that is highly valued nationally as well as within the Central Region. This report is intended to assist curriculum directors, social studies coordinators, and others who seek to identify important history content and focus classroom instruction on the most important content. This report is one in a series of related reports published by McREL. Earlier studies have addressed language arts (Kendall, Norford, & Snyder, 2001), mathematics (Kendall, Gilpin, & Williams, 2002), and science (Kendall, DeFrees, & Richardson, 2003).

METHOD

In order to ensure that the list of standards and benchmarks produced by this study would be considered exemplary, analysts selected as a reference document a publication that identified highly rated history standards and benchmarks. The publication (Kendall, Schoch-Roberts, & Young-Reynolds, 2000; hereinafter, the McREL study) was the result of a study undertaken at McREL.

Briefly, the 2000 McREL study synthesized the history content present in documents from a handful of states that were highly rated by reputable national organizations—specifically, the American Federation of Teachers and the Fordham Foundation—for the quality of their standards:

- *Alabama Course of Study: Social Studies* (1998, February), Alabama State Department of Education
- *Social Studies Standards* (2000), Arizona Department of Education
- *History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2000), California State Board of Education
- *Kansas Curricular Standards for Civics—Government, Economics, Geography, and History* (1999, July), Kansas State Board of Education
- *Standards of Learning for Virginia Public Schools* (1995, June), Board of Education, Commonwealth of Virginia

The list of “exemplary benchmarks” that resulted from a synthesis of the above documents summarizes the model history content found to be common among top-rated states. This list was used as a reference for the current study. Content in the standards documents from the seven states in the Central Region was compared to the 2000 list of exemplary benchmarks. The Central Region state standards documents that were analyzed for this study, along with the grades or grade ranges of the benchmarks¹, are listed in Table 1.

¹ Although states use differing terms to describe what students should know at various points in their schooling, we use the term *benchmark* throughout this paper. The term *standard* refers to a broader statement about student accomplishment under which multiple topic-related benchmarks are organized.

Table 1. Standard Documents of the Seven Central Region States and their Grade Ranges

State Document	Benchmark Grade Range
<i>Colorado Model Content Standards: History</i> (1995, September)	K–4, 5–8, 9–12
<i>Kansas Curricular Standards for Civics – Government, Economics, Geography and History</i> (1999, July) ²	K–2, 3–4, 5–8, 9–12
<i>Missouri Social Studies: Grade-Level Expectations</i> (2003, August)	K, 1, 2, 3, 4, 5, 6, 7, 8, 9–12
<i>Nebraska Social Studies/History Standards</i> (2003, September)	K–1, 4, 8, 12
<i>North Dakota Standards and Benchmarks: Content Standards: Social Studies</i> (2000)	4, 8, 12
<i>South Dakota Social Studies Standards</i> (n.d.)	K, 1, 2, 3, 4, 5, 6, 7, 8, 9–12
<i>Wyoming Social Studies Content and Performance Standards</i> (2003, July)	4, 8, 11

The process of comparison was first undertaken independently by two analysts. Each analyst determined whether the content in the reference document also could be found in any of the state documents and thus, which states in the Central Region shared the same exemplary content. For the purpose of the analysis, benchmarks were considered comparable if they appeared within two grades above or below the grade range of the McREL study and they addressed content at a comparable concept or skill level.

When both analyses were completed, a third analyst then compared the separate findings in order to determine whether there was a significant discrepancy. If the disparity between raters on any benchmark involved three or more states, the original raters conferred regarding that benchmark in order to resolve the disparity to within at least two states. That is, if there was disagreement concerning whether the content described in a benchmark could be found in any three of the states under review, the analysts conferred to determine whether they could come to an agreement. If they could not, the problem was referred to a third analyst for resolution.

The third analyst resolved only significant discrepancies, specifically those discrepancies that would have a bearing on whether the identified content would meet the threshold for inclusion among the final list of commonly found benchmarks. In other words, if resolving a disparate evaluation by the analysts would have no effect on whether the content was included, such a disagreement was left unresolved.

The threshold for inclusion of content in the list was determined after a preliminary review of the results, which is discussed in the following section. Once identified, all significant discrepancies were resolved when the third rater conducted the comparison, using the same criteria as the first two raters.

² Note that the Kansas state standards document was highly rated by national organizations and, because Kansas is one of the seven states in the Central Region, the Kansas state standards document also was analyzed for the present study.

THRESHOLD FOR INCLUSION

A preliminary comparison of the two independent reviews of state standards against the reference document indicated that if the list of standards and benchmarks was restricted to content found to be common across every state, then just one percent of the potential number of benchmarks would be identified. It was found that if the content to be identified was expanded to content common to *any six or all seven* states, then the number of common benchmarks represented just 11 percent of the number available. However, if the threshold was lowered to presence of the content in *any five of seven states*, then the number of common benchmarks represented over 40 percent of the available benchmarks.

Specifically, three benchmarks were found to be common to all seven states in the preliminary analysis, while 86 of the 201 benchmarks, after the final analysis and resolution of discrepant ratings, were common among five, six, or seven states.

The threshold was not further lowered to content that might be present in *any four of seven states* for two reasons. First, the list might not be considered representative of the region if benchmarks presented were found in just four of the seven states. Second, benchmarks identified in such a way would result in nearly a quarter of all benchmarks being shared by just four states.

PRIMARY FINDINGS

Of the exemplary benchmarks listed in the 2000 McREL study, 43 percent were found in at least five of the seven Central Region state standards documents. These benchmarks appeared across all history sub-disciplines listed in the 2000 McREL study, namely, historical understanding, K–4 history, history of the state, U.S. history, and world history. Table 2 shows the summative results of the analysis for each of the history sub-disciplines.

Table 2. Number of Exemplary Benchmarks in 5 or More Central Region States, by History Sub-discipline, & Number of Exemplary Benchmarks Listed in 2000 McREL Study

Sub-discipline	# of Exemplary Benchmarks Shared by 5 or more Central Region States (a)	# of Exemplary Benchmarks Listed in the 2000 McREL Study (b)	% (a/b)
K–4 History	6	9	67%
History of the State	6	13	46%
U.S. History	42	94	45%
Historical Understanding	5	13	38%
World History	27	72	38%

Table 3 lists the standards from the 2000 McREL study that organize the benchmarks found in at least five of the seven states in the Central Region. These standards provide the framework for reporting the exemplary benchmarks found to be common among the seven states.

Table 3. History Standards that Organize the Exemplary Benchmarks Commonly Found in the Central Region (continued on next page)

Historical Understanding	
1.	Understands and knows how to analyze chronological relationships and patterns
2.	Understands the historical perspective
K–4 History	
1.	Understands the history of a local community and how communities in North America varied long ago
2.	Understands how democratic values came to be and how they have been exemplified by people, events, and symbols
3.	Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them
History of the State	
1.	Understands the people, events, problems, and ideas that were significant in creating the history of the state
U.S. History	
1.	Understands the characteristics of the societies in the Americas, Western Europe, and Western Africa and their interactions during the Age of Exploration
2.	Understands the origins and development of emerging institutions in the colonies and the impact of slavery on European and African lives in the Americas
3.	Understands the causes of the American Revolution, its course, and its impact on politics, the economy, and society
4.	Understands significant changes in the American political system from 1781 to the 1830s
5.	Understands the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans
6.	Understands the significant technological and social changes in the antebellum period
7.	Understands the causes, course, and character of the Civil War and Reconstruction
8.	Understands significant changes in the industrialization and urbanization of America from the late 19th to the early 20th centuries
9.	Understands federal Indian policy and foreign policy from the Civil War to World War I
10.	Understands political and social movements of the late 19th and early 20th centuries
11.	Understands significant social and political changes in the United States from World War I through the Great Depression
12.	Understands the causes and course of World War II and its legacy
13.	Understands American foreign policy from the inception of the Cold War and its impact on domestic politics
14.	Understands economic, social, and cultural developments in the contemporary United States

Table 3 (continued)

World History	
1.	Understands the development of civilization in Mesopotamia, Egypt, the Indus Valley, and the Mediterranean to 1000 BCE
2.	Understands cultural developments in the Mediterranean and southwest Asia from 1000 to 200 BCE
3.	Understands the rise of religious and large-scale empires in the Mediterranean basin, China, and India from 500 BCE to 300 CE
4.	Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE
5.	Understands the development of Islamic, European, Japanese, and Meso- and South American societies from 300 to 1000 CE
6.	Understands significant events and changes in world society from 1000 to 1500 CE
7.	Understands significant events and changes from the Age of Exploration to the Age of the Enlightenment (1450–1750 CE)
8.	Understands political, social, and industrial revolutions from the late 18th to the early 20th century
9.	Understands the causes and global consequences of World War I and the Great Depression
10.	Understands the causes and global consequences of World War II and the post-war world
11.	Understands contemporary issues and events in an interdependent world

Note: Standards with benchmarks in at least five of the seven Central Region’s state standards documents

The benchmarks that follow are presented in grade ranges that reflect the structure of the 2000 McREL study. Historical understanding addresses the span of kindergarten through grade 12. K–4 history obviously reflects content commonly found at kindergarten through grade 4. History of the state, although not assigned a grade or grade range, is commonly found at grade 4 in both the 2000 McREL study and in the state standards documents analyzed for this report. U.S. and world history content cover grades 5 through 12. Benchmarks within the seven state documents were considered comparable to benchmarks in the 2000 McREL study only if the same or similar content appeared within two grades above or below the same grade band.

EXEMPLARY HISTORY BENCHMARKS COMMONLY FOUND IN THE CENTRAL REGION

Historical Understanding

Grades K–12

Standard 1. Understands and knows how to analyze chronological relationships and patterns

- Knows how to construct and interpret time lines of key events, people, and periods in one's life and in history

Standard 2. Understands the historical perspective

- Knows research strategies, methods, and sources used to obtain and interpret historical data (e.g., artifacts; archeological studies; literature research; primary sources; personal interviews; reference documents such as atlases, electronic sources, dictionaries, newspapers, and databases)
- Interprets different types of primary and secondary sources (e.g., maps, photos, oral histories, newspapers, letters, speeches, photographs, artifacts, diaries, eyewitness accounts)
- Knows how to evaluate historical sources and interpretations (e.g., in terms of credibility, purpose, perspective, bias, and authenticity; relevant v. irrelevant information; verifiable from unverifiable information; fact v. interpretation)
- Understands the importance of context and point of view in historical interpretation (e.g., interpreting past events and issues in historical context rather than in terms of present norms and values; determining point of view and context in historical statements; how race, religion, and ethnicity have influenced points of view over time)

K–4 History

Grades K–4

Standard 1. Understands the history of a local community and how communities in North America varied long ago

- Understands changes in land use and economic activities in the local community since its founding (e.g., differences in rural, urban, and suburban communities; the impact of past economic systems on the present; the connection between the locality and the larger world geographically and economically; land use changes, including industry, agriculture, housing, mining, and public use)

Standard 2. Understands how democratic values came to be and how they have been exemplified by people, events, and symbols

- Understands how important figures reacted to their times and why they were significant to the history of our democracy (e.g., individuals who fought for the nation's freedom, including Thomas Jefferson, George Washington, and Benjamin Franklin; individuals who took risks to secure rights and freedoms of others, including Harriet Tubman, Abraham Lincoln, Martin Luther King Jr., Cesar Chavez, Frederick Douglass, and Anne Hutchinson)
- Understands the people and events honored in commemorative holidays and celebrations (e.g., Martin Luther King, Jr. Day; the Fourth of July; Memorial Day; Veteran's Day, Thanksgiving)
- Knows the history of American symbols and icons (e.g., flag, bald eagle)
- Knows the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago, and understands their significance

Standard 3. Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them

- Knows the accomplishments of major scientists and inventors (e.g., George Washington Carver, Thomas Edison, Benjamin Franklin, Marie Curie, Jonas Salk, Jane Goodall)

History of the State

Standard 1. Understands the people, events, problems, and ideas that were significant in creating the history of the state

- Understands the origins and culture of early Native Americans of the state or region (e.g., location, religious beliefs, customs, government, shelter, music, food, arts, traditions, economic activities, oral traditions, and legends; how tribes depended upon and adapted the physical environment; characteristics of prehistoric tribes of the state; the development of agriculture and domestication of plants among tribes)
- Understands geographic, economic, religious, and political reasons early explorers, settlers, and immigrants came to the state or region, what their lives were like, and their experiences (e.g., early land and sea routes to the state; impact of geography on the migrations of the state's first settlers; migration patterns of different groups to the state; daily life of settlers; characteristics of immigration to the state in the 19th and 20th centuries; reasons that specific immigrant groups came to the state; challenges faced by immigrants)
- Knows the chronological order of major historical events that are part of the state's history and their relationship to the history of the nation (e.g., events in specific chronological periods of state history; the role of the state in significant events of the

nation, including the American Revolution, the Civil War, World Wars I and II, the Great Depression, and the Civil Rights Movement; how specific national events influenced the state)

- Understands how significant people affected the history of the state (e.g., contributions of women, political leaders, writers and artists, inventors)
- Understands the unique historical conditions that influenced the formation of the state and how statehood was granted
- Knows the location of significant places, rivers, cities, and counties in the state

United States History

Grades 5–12

Standard 1. Understands the characteristics of the societies in the Americas, Western Europe, and Western Africa and their interactions during the Age of Exploration

- Understands the influence of geography and climate on pre-Columbian Native American society (e.g., tribal life, clothing, tools and utensils, crops, locations of villages, building materials, the development of cultural traditions)
- Knows significant features of European explorations of the 15th, 16th, and 17th centuries (e.g., the routes, motives, and strategies of Spanish, French, Dutch, and English explorers; motivations, goals, obstacles, and accomplishments of major expeditions; the impact of first contacts for both Natives and Europeans; technological innovations that contributed to sea exploration by latitude and longitude, including the compass, sextant, and astrolabe)

Standard 2. Understands the origins and development of emerging institutions in the colonies and the impact of slavery on European and African lives in the Americas

- Understands reasons for colonization and the success of settlements in North America (e.g., reasons for colonization including religious freedom and desire for land; the significance of the leadership, economics, and government of Jamestown; the experience and importance of early settlements in Plymouth, Williamsburg, New Amsterdam, and St. Augustine)

Standard 3. Understands the causes of the American Revolution, its course, and its impact on politics, the economy, and society

- Understands the ideas and events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., British policies, including the Stamp Act, Writs of Assistance, Intolerable Acts, and “taxation without representation”; colonial reactions to British policy, including the Boston Massacre, Boston Tea Party, and Sons of Liberty; efforts of groups to mobilize support for independence from England; the battles of Lexington and Concord;

significance of the first and second Continental Congress and the Committee of Correspondence)

- Understands the major ideas in the Declaration of Independence, their sources, and how they became unifying ideas of American democracy (e.g., ideas and philosophy of government expressed in the Declaration of Independence; people and events associated with drafting/signing)
- Understands the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., roles of American and British leaders and Indian alliances on both sides; major turning points of the war including aid from France; key battles, military turning points, and strategic decisions in the Revolutionary War including those made at Saratoga; the Treaty of Paris; the impact of the war on the home front; significant individuals such as King George III, George Washington, Thomas Jefferson, Patrick Henry, John Adams, and Benjamin Franklin; factors that led to the American victory in the Revolutionary War)

Standard 4. Understands significant changes in the American political system from 1781 to the 1830s

- Understands the national government under the Articles of Confederation (e.g., the success of the Articles of Confederation in implementing the ideals of the Declaration of Independence; the ideas of the Articles of the Confederation; factors that contributed to the failure of the Articles such as individual currencies, inability to tax, and unwillingness to help the Continental Army)
- Understands the impact of land policies of the new nation (e.g., the significance of the Northwest Ordinance of 1787; how land policies impacted Native American tribes; land ordinances of 1785 and 1787 that privatized natural resources and transferred federally owned lands into private holdings, townships, and states)
- Understands the events and outcomes of the Constitutional Convention (e.g., debates of the Convention and how they were resolved; participants and the role of compromise in the creation of the United States Constitution, including the Virginia Plan, the New Jersey Plan, Great Compromise, and the Three-Fifths Compromise; the role of the Constitutional Convention in forming a new government; creation of new Constitution of 1787 and struggles over ratification)
- Understands the significance of the Bill of Rights and various challenges to it (e.g., reasons for the addition of the Bill of Rights to the Constitution; debates over the addition of the Bill of Rights; fundamental liberties ensured by the Bill of Rights)
- Understands the development and impact of the American political system (e.g., how conflict between Jefferson and Hamilton led to emergence of two-party system; how ideals of Democratic Republicans and Federalists and the Alien and Sedition Acts contributed to the rise of political parties; the influence of the French Revolution on American politics; the role of the election of 1800, Washington's Farewell Address,

and the appointment of the “midnight judges” in the development of the American political system)

- Understands the ideas and principles expressed in the U.S. Constitution and the events that led to its adoption (e.g., the influence of the Magna Carta and English Bill of Rights on the development of the U.S. Constitution; the role of James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution; events in the struggle for ratification; organization of new national government under the Constitution; principles of federalism, dual sovereignty, separation of powers, checks/balances, three branches of government, majority rule, and citizen rights; the key ideas of the Preamble and the Bill of Rights; the origins, purpose, and differing views of the founding fathers on the issue of separation of church and state)
- Understands the significance of the Federalist Papers (e.g., the political philosophy underpinning the Constitution as specified in the Federalist Papers; the significance of James Madison, Alexander Hamilton, and John Jay, who authored the Federalist Papers; how the arguments advanced in the Federalist Papers contributed to the adoption of the Constitution)

Standard 5. Understands the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans

- Understands physical changes resulting from the territorial expansion of the United States in the early 19th century (e.g., how and from whom the U.S. acquired Florida, Texas, Oregon, California, the Northwest Territory, the Louisiana Territory, and the Gadsen Purchase; the locations of states and territories in 1850 and their mountain ranges and principal rivers; the role of the concept of Manifest Destiny in westward expansion)
- Understands the impact of the Louisiana Purchase (e.g., how and from whom the U.S. purchased the Louisiana Territory; its impact in terms of doubling the size of the nation, the use of the elastic clause, and impact on exploratory missions; the effect of the Louisiana Purchase on relations with external powers and Native Americans)
- Understands the causes and long-term effects of the Mexican-American War (e.g., the impact of the concept of Manifest Destiny on the war; land acquisition through treaties associated with the war; the role of the Mexican-American War in sectional division of the nation; the territorial settlements, the aftermath of the war, and the effect of the war on Americans)

Standard 6. Understands the significant technological and social changes in the antebellum period

- Understands the impact of the Industrial Revolution during the early and later 19th century (e.g., the growth and spread of the factory system, demographic shifts associated with the Industrial Revolution; revolutions in energy and manufacturing;

the emergence of engine and machine-tool industries; the development of interior cities)

Standard 7. Understands the causes, course, and character of the Civil War and Reconstruction

- Understands the technological, social, and strategic aspects of the Civil War (e.g., major battles and turning points of the war; life on the battlefield; unique nature of Civil War in terms of casualty levels and type of warfare; geographic advantages and obstacles; technological advances of the war; military and political leaders, including Robert E. Lee, Jefferson Davis, and Ulysses S. Grant; military advantages of the Union and the Confederacy; the threat of foreign intervention; the military defeat of the Confederacy including Lee's surrender at Appomattox)
- Understands different Reconstruction plans and how they influenced the South (e.g., plans advocated by President Lincoln, Congressional leaders, and President Johnson; features of Radical Reconstruction, including Southern Military Districts, carpetbaggers, scalawags, and organized resistance groups; the effect of Reconstruction on the social structure of different regions; why various Reconstruction plans succeeded and failed; changes in different regions during Reconstruction; the significance of Lincoln's assassination and the election of Ulysses S. Grant during this period; the Compromise of 1877 and the end of Reconstruction)
- Understands the basic provisions and impact of the 13th, 14th, and 15th amendments to the Constitution (e.g., how these amendments attempted to protect and enhance opportunities for freedmen; how they contributed to changes in political and economic positions for African Americans in the North and South; connections between these amendments and Reconstruction)

Standard 8. Understands significant changes in the industrialization and urbanization of America from the late 19th to the early 20th centuries

- Understands the impact of new inventions and technologies of the late 19th century (e.g., new inventions and industrial production methods of the Industrial Revolution; new technologies in transportation and communication, including the Pony Express, the telegraph, the telephone, and Trans-Atlantic cable; significant inventors such as Thomas Edison, Alexander Graham Bell, and Orville and Wilbur Wright and how their inventions improved the quality of life)
- Understands the impact of industrialization on the United States economy (e.g., expansion of international markets associated with industrialization; transition from an agrarian society to industrial nation; the economic development of the United States and its emergence as an industrial power including gains in trade and advantages in physical geography)

- Understands the causes and impact of urbanization in the late 19th century (e.g., the movement from farm to city; the role of industry and trade in the growth of cities along racial, ethnic, and class lines; the role of urban political machines; the rise in immigrant and child labor and labor conflict; the development of urban-ethnic neighborhoods, education, and social reform; the impact of urbanization, renewed immigration, and industrialization on the social fabric of cities, wealth and economic opportunity, and the conservation movement)
- Understands the challenges and contributions of immigrants of the late 19th century (e.g., new sources of large-scale immigration; ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; the new wave of nativism; ethnic conflicts and discrimination associated with immigration; restrictions on immigration; patterns of migration and immigration after 1870; ways in which different immigrant groups contributed to American culture; the building of cities and the new economy)

Standard 9. Understands federal Indian policy and foreign policy from the Civil War to World War I

- Understands factors that influenced U.S. expansionism in the late 19th century (e.g., the debate between pro- and anti-imperialists over the Philippines; U.S. involvement in the Philippines, Guam, Cuba, and the Panama Canal; arguments to justify expansion and opposition to expansion; rationale for American imperialism and the resulting territorial expansion, including Social Darwinism, expanding capitalism, and global balances of power)
- Understands various U.S. foreign policies in the early part of the 20th century (e.g., U.S. role in Panama Revolution and construction of the Panama Canal; the purpose and effects of the Open Door Policy; the impact of Roosevelt’s Big Stick Diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy; changes in foreign policy from isolationism to intervention; the declining role of Great Britain and expanding role of the United States in world affairs)

Standard 10. Understands political and social movements of the late 19th and early 20th centuries

- Understands origins and accomplishments of the Progressive movement (e.g., the role of muckraking literature in exposing problems of urban industrial society; the impact of progressive reforms, including national income tax, direct election of Senators, women’s suffrage, and prohibition; the effect of political programs and activities of Progressives such as federal regulation of railroad transport, Children’s Bureau, and the 16th Amendment; how Progressive ideas spread; the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution; presidential leadership of Roosevelt, Taft, and Wilson in terms of antitrust laws, labor reforms, income tax, conservation movement, and the Federal Reserve System)

Standard 11. Understands significant social and political changes in the United States from World War I through the Great Depression

- Understands U.S. involvement in World War I (e.g., causes of World War I and reasons for U.S. entrance into the conflict, the U.S. military role in the war, the significance of the sinking of the Lusitania, the success of the League of Nations, the terms of the Treaty of Versailles, how U.S. involvement influenced the outcome of the war)
- Understands aspects of Prohibition (e.g., passage of the Volstead Act; the purpose of speakeasies and bootlegging; passage of 18th amendment to the Constitution)
- Understands economic factors that contributed to the Stock Market Crash of 1929 and the Great Depression (e.g., economic policies of Harding and Coolidge, unemployment, failed banks, collapse of farm economy, unequal distribution of income, policies of Federal Reserve Bank; limited government regulation of business, stock market speculation; monetary issues of the late 19th and early 20th centuries that contributed to the establishment of the Federal Reserve and weaknesses in key sectors of the economy in the 1920s)
- Understands the economic, environmental, and social impact of the Great Depression on American society (e.g., food lines, the Dust Bowl, and the western migration of farmers; how art, literature, and music were influenced by the Depression; extent and depth of business failures, unemployment, and poverty during the Depression; the human toll of the Depression, natural disasters, unwise agricultural practices, and their impacts on the depopulation of rural regions; political movements of the left and right)
- Understands the impact of the New Deal on various elements of American society (e.g., New Deal recovery programs such as Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority; how the New Deal affected American workers and organized labor; the costs, benefits, and controversies associated with New Deal programs; the expanded role of government in the economy since the 1930s)

Standard 12. Understands the causes and course of World War II and its legacy

- Understands circumstances prior to U.S. involvement in World War II (e.g., rise and aggression of totalitarian regimes in Italy, Germany, and Japan; American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941; appeasement, isolationism, and war debates in Europe and the U.S. prior to the war; the bombing of Pearl Harbor and events that brought the U.S. into the war)
- Understands significant aspects of World War II (e.g., failure of the policy of appeasement; major battles at Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge; turning points of the war and reason for Allied victory; key

- political leaders of the Allies and Axis powers, including Franklin D. Roosevelt, Winston Churchill, Adolf Hitler, and Joseph Stalin; characteristics of the European, African, and Pacific theaters of battle; the human cost of the war; the decision to drop the atomic bombs and the consequences of this decision)
- Understands the dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes
 - Understands the impact of World War II on the home front (e.g., impact of mobilization for war, including the location of industry, the use of resources, war bond drives, and women and minorities in the workforce; major developments in aviation, weaponry, and medicine; constitutional issues and impact of internment of Japanese Americans and restrictions on German and Italian resident aliens; the roles and growing political demands of African Americans)

Standard 13. Understands American foreign policy from the inception of the Cold War and its impact on domestic politics

- Understands the origins and foreign policy of the Cold War (e.g., origins of Cold War and advent of nuclear politics including nuclear weapons and the arms race; elements of communist containment policy; the impact of the Truman Doctrine and Marshall Plan in the post-World War II period; the expanding role and superpower status of the U.S. in world affairs after World War II; military conflicts in Korea, Vietnam, and the Middle East; Cold War foreign policy decisions, including the Berlin Blockade, the Bay of Pigs, and Cuban Missile Crisis; the development of alliances including NATO; the concept of the Iron Curtain and the Domino Theory; how the policies of the Cold War changed over time)
- Understands the political and social impact of the Vietnam War (e.g., military aspects including the Tet Offensive and the Gulf of Tonkin Resolution; social and cultural implications for American society including protests and Kent State; U.S. involvement in the war from a variety of perspectives; the Vietnam policies of presidents Truman, Kennedy, and Johnson)
- Understands the major foreign policy events from the Reagan to the Clinton administrations (e.g., foreign policy events of the Reagan administration, including the Iranian hostage crisis, the reheating of the Cold War, events in Libya, the Strategic Defense initiative, and the Iran-Contra Scandal; the role of the Reagan administration and other factors in ending the Cold War; significant foreign policy events of the Bush and Clinton administrations, including Gorbachev and Soviet liberalization, the Berlin Wall and Germany's reunification, the decline of communism, the break-up of USSR and the end of the Cold War, the Gulf War, and Middle East policy and its strategic and economic interests including Gulf War; new challenges to America's leadership role in the world)

Standard 14. Understands economic, social, and cultural developments in the contemporary United States

- Understands events and influential individuals of the civil rights movement (e.g., the role of civil rights advocates, including Martin Luther King Jr., Malcolm X, Rosa Parks, and Cesar Chavez; the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream Speech;" events such as segregation, desegregation, the Bus Boycott, Selma March, the Freedom Riders, and Central High School in Little Rock; the role of African American political groups, including the National Association for the Advancement of Colored People [NAACP], Congress of Racial Equality [CORE], the Southern Christian Leadership Conference [SCLC], and Student Nonviolent Coordinating Committee [SNCC]; the assassination of Martin Luther King Jr. and the Watts Riots)
- Understands significant legislation and court cases associated with the civil rights movement (e.g., the significance of the *Brown v. Board of Education* decision; legislation, including the Civil Rights Act of 1957, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; the 24th Amendment)
- Understands the impact of innovations in technology and communication on American society (e.g., the economic impact of robotics, computers, the rapid rail system, and satellite communication; social and cultural impacts of microwaves, television, the Internet, video games, cellular phones, and compact disks; political impacts of C-SPAN, sound bites, and radio advertising; the influence of developments in technology, global communication, and transportation in the post-modern era, including computers, satellites, the interstate highway system, space exploration, media, and air travel; how changing technology, such as air conditioning, automobiles, and dams, has affected American society, popular culture, and the environment)

World History

Grades 5–12

Standard 1. Understands the development of civilization in Mesopotamia, Egypt, the Indus Valley, and the Mediterranean to 1000 BCE

- Understands environmental, social, political, and cultural factors that shaped the development of Mesopotamia, Egypt, and the Indus Valley (e.g., religious traditions and how they shaped culture; urban development, social hierarchy, religion, and government; the significance of Hammurabi's Code; the importance of river systems and physical settings in the development of early civilizations; cultural and scientific contributions including calendars and architecture; the role of social class and gender in Ancient civilizations)

Standard 2. Understands cultural developments in the Mediterranean and southwest Asia from 1000 to 200 BCE

- Understands elements of Judaism and events that led to the spread of Judaism (e.g., significant individuals, sacred writings, central beliefs, and ethical teachings of Judaism; origins and significance of Judaism as the first monotheistic religion; how Judaism survived and developed despite continuing dispersion of the Jewish population; how Judaism compares to other world religions; the spread of Judaism)
- Understands the development of Greek civilization (e.g., the influence of geography of the Mediterranean on the development of Greek city-states and the expansion of Greek society; the impact of Greek commerce and colonies on the Mediterranean region)
- Understands the legacy of Greek thought and government (e.g., the significance of the idea of citizenship in Ancient Greece; the development of western political ideas of the rule of law and illegitimacy of tyranny; the impact of Greek theories on the practice of government including Plato's *Republic* and Aristotle's six forms of government; the role of demagogues)

Standard 3. Understands the rise of religious and large-scale empires in the Mediterranean basin, China, and India from 500 BCE to 300 CE

- Understands the political structure of Roman society (e.g., the rise of the Roman Republic; structure and democratic features of its government; significance of citizenship; roles of the Senate, consuls, tribunes, written laws and constitution, tripartite government, checks and balances, and dictators; the roles of significant individuals, including Cincinnatus, Hannibal and Scipio, Julius Caesar; events in the transition from Republic to Empire)
- Understands events in the rise of Christianity (e.g., the history of early Christianity including the teachings of Jesus of Nazareth; the contribution of Paul the Apostle in the spread of Christian beliefs; traditions, customs, and beliefs of Christianity; the transition of Christianity from persecuted to official religion of the Roman Empire; the organization of the early church)
- Understands the origins of Confucianism and Taoism and the ideas associated with them (e.g., the life of Confucius; political and cultural problems prevalent during the time of Confucius and how he sought to solve them; the fundamental teachings of Taoism and Confucianism and how they compare to other major philosophies and religions)
- Understands the origins of Buddhism and fundamental Buddhist beliefs (e.g., the life and teachings of Buddha; origins, beliefs, and writings associated with Buddhism; major leaders and events in Buddhism; how Buddhism spread in India, Ceylon, and Central Asia; how Buddhism compares to other religious systems)

- Understands the significant achievements of Roman society (e.g., Roman contributions in the arts, sciences, language, religion, technology, architecture, and engineering; the role of Roman law in the development of western political ideas and rule of law)

Standard 4. Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE

- Understands the origins and elements of Hinduism (e.g., major leaders and events in Hinduism; traditions, customs, and beliefs of Hinduism; how Hinduism compares to other religious systems)

Standard 5. Understands the development of Islamic, European, Japanese, and Meso- and South American societies from 300 to 1000 CE

- Understands the significant features of Mayan civilization (e.g., locations, landforms, and climate of Mayan civilization and the effect on Mayan economies and trade; the structure of Mayan government; the development of agriculture; cultural and scientific contributions of Mayan society, including astronomy, math, architecture, calendars, sundials, bridges)

Standard 6. Understands significant events and changes in world society from 1000 to 1500 CE

- Understands the role of feudalism and manorialism in European society (e.g., the development of feudalism and the way it was influenced by physical geography; how feudal relationships provided the foundation of political order; the structure of feudal society and its effects on the medieval European economy; the role of the manor and the growth of towns in feudal society)
- Understands influences on the development of Sub-Saharan empires (e.g., location, culture, and accomplishments of the Sub-Saharan empires of Ghana, Mali, and Songhay; the impact of Islam, Christianity, and indigenous religions; economic systems of Ghana, Mali, and Songhay; the relationship between geography and trade in gold, salt, food, and slaves in the development of Ghana and Mali empires)
- Understands political, social, and cultural features of Aztec society (e.g., traditions, customs, and beliefs of the Aztec; contributions to astronomy, math, architecture, art, and oral traditions; development of writing systems and calendars; forms of government in Aztec society; impact of location, landforms, and climate of Mexico, Central America, and South America on the development of Aztec economies, trade, and development of urban societies)
- Understands economic and social features of Incan society (e.g., the impact of geography on the Incan economy, trade, and the development of urban societies; advances in technology associated with Incan society, including calendars, bridges, and aqueducts; daily life of Incas prior to European contact)

Standard 7. Understands significant events and changes from the Age of Exploration to the Age of the Enlightenment (1450–1750 CE)

- Understands the impact of the exploratory and commercial expeditions in the 15th and 16th centuries (e.g., voyages, routes, and the influence of cartography and advances in navigation during the Age of Exploration; geographic, economic, political, and cultural aspects of European exploration and colonization of the Americas, Africa, and Asia; the rise of colonial empires, mercantilism, and capitalism; the growth of slavery; the influence of Christianity)
- Understands events and significant contributions of the Renaissance (e.g., differences between the Italian and Northern Renaissance; the importance of Florence in the early stages of the Renaissance; Renaissance advances in literature, art, architecture, science, math, astronomy, knowledge of human anatomy, cartography, engineering, and printing technology [Johann Gutenberg]; the Renaissance as a transition from the Medieval to the modern age; major Renaissance artists and writers such as Michelangelo, Leonardo Da Vinci, William Shakespeare, and Machiavelli; the Renaissance emphasis on humanism)

Standard 8. Understands political, social, and industrial revolutions from the late 18th to the early 20th century

- Understands the causes, events, and outcome of the French Revolution (e.g., how economic crisis, social unrest, and Enlightenment ideas contributed to the Revolution; the role of the Revolution in challenging absolute monarchy in France; resulting social evolution including the diffusion of nationalism and liberalism; how the ideology of the French Revolution transformed France from a constitutional monarchy to democratic despotism to the Napoleonic Empire; the significance of the Declaration of Rights of Man, the Bastille, Robespierre, the Terror, the rise and fall of Napoleon, and the Vienna Settlement of 1815)
- Understands the impact of the industrial revolution in Europe and the Atlantic Basin (e.g., the impact of the industrial revolution on the status of women and children; increased population, rural to urban migration, and growth of cities and an urban working class; the significance of the economic theories of Adam Smith, Karl Marx, and Thomas Malthus; the evolution of work and labor, the division of labor, and the union movement; improvements in production and transportation)
- Understands the impact of new technology that emerged during the Industrial Revolution (e.g., the inventions and discoveries of James Watt, Henry Bessemer, Louis Pasteur, Thomas Edison, and Eli Whitney; technological changes that promoted industrialization in the textile industry of England)

Standard 9. Understands the causes and global consequences of World War I and the Great Depression

- Understands the causes, effects, and unique features of World War I (e.g., propaganda and nationalism in mobilizing civilian population to support the war; arguments for entering into the war; the role of alliances, imperialism, militarism, and industrialism at the outbreak of war; the nature of the war, including its mechanization, weaponry, and trench warfare; human rights violations and genocide; principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes; the impact of the war on civilization)
- Understands the immediate and long-term political and social effects of World War I (e.g. widespread disillusionment with prewar institutions, authorities, and values after World War I; colonial rebellion and turmoil in Ireland and India, and attempts to achieve stability in Europe; the impact of the war and the resulting treaties on population changes, the international economy, and shifts in geographic and political borders of Europe and the Middle East)

Standard 10. Understands the causes and global consequences of World War II and the post-war world

- Understands the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan (e.g., German, Italian, and Japanese empire building, including the 1937 Rape of Nanking, atrocities in China, and the Nazi-Soviet Non-Aggression Pact of 1939; the characteristics of Stalin's Soviet Union, Nazism in Germany, Fascism in Italy, and Tojo's Japan)
- Understands the causes, course, and outcome of World War II (e.g., how the failure of the League of Nations contributed to the outbreak of World War II; the role of appeasement, nonintervention, and domestic distractions in Europe and the U.S. prior to the outbreak of war; major turning points of the war, principal theaters of conflict, key strategic decisions of the war; political, diplomatic, and military leaders, including Churchill, Roosevelt, Emperor Hirohito, Hitler, Mussolini, Stalin, MacArthur, and Eisenhower; the impact of new technology such as the atomic bomb on patterns of conflict)
- Understands the Holocaust and its impact on Jewish culture and European society (e.g., Nazi policies and ideology of racial purity; the Holocaust and the murder of six million Jewish civilians; the role of the Holocaust in the context of World War II including war crimes trials at Nuremberg)
- Understands events in the development of the Cold War (e.g., causes of the Cold War with the free world on one side and Soviet client states on the other, including competition in such places as Egypt, the Congo, Vietnam, and Chile; uprisings in Poland [1952], Hungary [1968], and Czechoslovakia [1968]; the establishment of the Soviet bloc and Soviet control of Eastern Europe; the significance of Cold War events and conflicts, including the Cuban Missile Crisis, the Berlin Blockade and Airlift, the

Berlin Wall, the Korean War, and Vietnam; the emergence of superpowers; the establishment of the North Atlantic Treaty Organization [NATO] and the Warsaw Pact; the threat of nuclear annihilation)

Standard 11. Understands contemporary issues and events in an interdependent world

- Understands how trends in science, technology, and communications have influenced society (e.g., the integration of countries into the world economy and the information, technological, and communications revolutions; the impact of new boundaries in science and technology [genetic engineering, biotechnology, space exploration, immunization, advances in medicine], economics [limits on national autonomy, developed v. developing nations], environmentalism [the human impact on the environment], communication [television, satellites, computers], and advances in transportation; potential problems presented by advances in science, technology, and economics)

ADDITIONAL FINDINGS

As anticipated, during the preliminary comparison of the independent reviews, it became clear that the study revealed other information that might be of interest to educators in the region. Specifically, a number of benchmarks that were present in the reference document, and therefore viewed as important history content in highly rated standards documents, were found to be either missing from all state documents or present in just one or two states.

Seven state standards documents were compared against a set of exemplary standards in history. This section provides a list of benchmarks, organized by standard (see Table 4), that were found in the reference document of exemplary standards, but appeared in just two or fewer state standards documents in the Central Region.

The exemplary benchmarks rarely or never found in the Central Region presented in this section are organized by the standards associated with the sub-disciplines used in the 2000 McREL study: K–4 history, state history, U.S. history, and world history. These standards provide the framework for reporting the benchmarks. The sub-discipline of historical understanding does not appear because every benchmark in that area was found to be present in more than two documents. Similarly, not all standards are listed for each sub-discipline because only those that have benchmarks underrepresented are reported.

Table 4. History Standards that Organize the Exemplary Benchmarks Rarely Found in the Central Region

K–4 History
1. Understands family life now and in the past, and family life in various places long ago
History of the State
1. Understands the people, events, problems, and ideas that were significant in creating the history of the state
U.S. History
1. Understands significant changes in the American political system from 1781 to the 1830s
2. Understands the significant technological and social changes in the antebellum period
3. Understands the causes, course, and character of the Civil War and Reconstruction
4. Understands significant changes in the industrialization and urbanization of America from the late 19th to the early 20th centuries
5. Understands significant social and political changes in the United States from World War I through the Great Depression
6. Understands the causes and course of World War II and its legacy
7. Understands social issues and domestic policies in the post-World War II period
World History
1. Understands the development of civilization in Mesopotamia, Egypt, the Indus Valley, and the Mediterranean to 1000 BCE
2. Understands the development of Islamic, European, Japanese, and Meso- and South American societies from 300 to 1000 CE
3. Understands significant events and changes in world society from 1000 to 1500 CE
4. Understands significant events and changes from the Age of Exploration to the Age of the Enlightenment (1450–1750 CE)
5. Understands political, social, and industrial revolutions from the late 18 th to the early 20 th century
6. Understands the causes and global consequences of World War I and the Great Depression
7. Understands the causes and global consequences of World War II and the post-war world
8. Understands contemporary issues and events in an interdependent world

Note: Standards with benchmarks in two or fewer of the Central Region’s state standards documents

EXEMPLARY HISTORY BENCHMARKS RARELY FOUND IN THE CENTRAL REGION

K–4 History

Grades K–4

Standard 1. Understands family life now and in the past, and family life in various places long ago

- Understands family life today and how it compares with family life in the recent past and family life long ago (e.g., daily life, transportation, occupations, generational differences)

History of the State

Standard 1. Understands the people, events, problems, and ideas that were significant in creating the history of the state

- Understands the evolution of the state government (e.g., characteristics of territorial government; the structure of the present state and local government; how the government has changed over time; issues facing the present state government)

United States History

Grades 5–12

Standard 1. Understands significant changes in the American political system from 1781 to the 1830s

- Understands the development of state constitutions after 1776 (e.g., how early state constitutions addressed the abolition of slavery; how the ideals of the Revolution were embodied in state constitutions; how state constitutions served as models for the U.S. Constitution; the role of state constitutions in creating a context by which American political institutions and ideas were developed)

Standard 2. Understands the significant technological and social changes in the antebellum period

- Understands the major characteristics of the abolition movement in the antebellum period (e.g., the struggle between proponents and opponents of slavery and the institution of slavery; leaders of the abolition movement, including Frederick Douglass, Harriet Beecher Stowe, and the Grimké Sisters; the role of Quakers in the abolition movement; the importance of Harriet Tubman and the Underground Railroad)

- Understands women’s rights and the suffrage movements in antebellum America (e.g., the Seneca Falls “Declaration of Sentiments” of 1848; biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony; the importance of the cult of domesticity)
- Understands the significant religious, philosophical, and social movements of the 19th century and their impacts on American society and social reform (e.g., development of the American education system from its earliest roots including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture; common themes in American art and transcendentalism, including the writings of Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow; the impact of abolition, temperance movements, transcendentalism, women’s suffrage, and Utopian communities on American society; the emergence of a distinct American culture through literature and the Second Great Awakening)

Standard 3. Understands the causes, course, and character of the Civil War and Reconstruction

- Understands the economic, social, and cultural differences between the North and South in the antebellum period (e.g., the advantages and disadvantages of economic systems in the North and South in terms of labor force, industry, agriculture, and geography; development of an agrarian economy in the South; locations of cotton-producing states of the South; differences between agrarians and industrialists)
- Understands immediate and long-term influences of Reconstruction on the lives of African Americans (e.g., rights for ex-slaves; rising anti-African American sentiments; push-pull factors that influenced the movement of former slaves to Northern cities and to the West; effects of Freedmen’s Bureau and restrictions placed on the rights and opportunities of freedmen)

Standard 4. Understands significant changes in the industrialization and urbanization of America from the late 19th to the early 20th centuries

- Understands the experiences of African Americans in the North and South in the late 19th century (e.g., the rise of the Ku Klux Klan and development of Jim Crow laws after Reconstruction; the impact of Jim Crow laws on rights and freedom; changes in political and economic positions of African Americans in the North and South including the impact of Black Codes and sharecropping; the survival of African American cultural structures in the “New South”)

Standard 5. Understands significant social and political changes in the United States from World War I through the Great Depression

- Understands how the home front influenced and was influenced by U.S. involvement in World War I (e.g., political, economic, and social ramifications of World War I on

the home front; the role of World War I in the Red Scare; home front mobilization for war; problems of agriculture, and changing labor force resulting from the war)

- Understands the impact of scientific and technological innovations of the 1920s (e.g., the rise of mass production techniques and the impact of the automobile and appliances on prosperity and the standard of living for Americans; the influence of the light bulb, assembly lines, rapid transit, aviation, and the telephone on society; the role of individuals associated with science and technology, including the Wright Brothers, Albert Einstein, and Charles Lindbergh)

Standard 6. Understands the causes and course of World War II and its legacy

- Understands scientific and technological developments in America after World War II (e.g., the technology revolution and its impact on communication, transportation, and new industry; the significance of Sputnik and the Space Race; the impact of advances in medicine, changes in communication, and improvements in agricultural technology since 1945)
- Understands social, cultural, and economic changes at the onset of the Cold War era (e.g., population shifts including suburbanization and movement to the Sunbelt; the consumer culture, the role of television and entertainment; the decay of the inner cities; change and conflict in society including the “Beat” generation; new federal government spending on defense, welfare, national debt, and education)

Standard 7. Understands social issues and domestic policies in the post-World War II period

- Understands the domestic policies of post-World War II presidential administrations through the 1950s (e.g., Truman’s labor policy and congressional reaction to it; the elements of Truman’s Fair Deal; Truman’s decision to end segregation in the armed forces; the expansion of social security, and the Federal Highway Act of 1956 under the Eisenhower administration)

World History

Grades 5–12

Standard 1. Understands the development of civilization in Mesopotamia, Egypt, the Indus Valley, and the Mediterranean to 1000 BCE

- Understands the concept of “civilization” (e.g., the minimum components essential for the development of civilization including technology, division of labor, government, calendar, and writing systems; the definition of civilization as a society with advanced levels of economic, political, religious, and artistic accomplishments)

Standard 2. Understands the development of Islamic, European, Japanese, and Meso- and South American societies from 300 to 1000 CE

- Understands the influence of the church in Medieval Europe (e.g., the role of the Roman Catholic Church and its monasteries after the fall of the western half of the Roman Empire; the spread of Christianity north of the Alps; characteristics of the papacy and monasticism of the early medieval church)
- Understands the significance of Charlemagne in the development of Europe

Standard 3. Understands significant events and changes in world society from 1000 to 1500 CE

- Understands the development of English government and its legal and political system (e.g., the principles of the Magna Carta and its role in the beginnings of limited government; the origins of representative government in England including the Model Parliament of 1295; the importance of medieval English legal and constitutional practices on the rise of modern democratic thought and representative institutions; the development of parliament, habeas corpus, and an independent judiciary in England)
- Understands immediate and long-term consequences of the plague on European society (e.g., the spread and impact of bubonic plague from Central Asia to China, the Middle East, and Europe; the role of the plague in the end of feudalism; the impact of the plague on the global population)

Standard 4. Understands significant events and changes from the Age of Exploration to the Age of the Enlightenment (1450–1750 CE)

- Understands the significance of the English Civil War and the Revolution of 1688 (e.g., the impact of the Glorious Revolution on the development of parliamentary government and limited monarchy)

Standard 5. Understands political, social, and industrial revolutions from the late 18th to the early 20th century

- Understands comparisons between the Latin American revolutions and those in America, France, and Haiti (e.g., major ideas of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Thomas Jefferson, and Simón Bolívar and how their ideas influenced revolutions in England, the United States, France, and Latin America; characteristics of Latin America's wars for independence; features of revolutions in Haiti, Colombia and Venezuela, Argentina, Chile, and Mexico)

Standard 6. Understands the causes and global consequences of World War I and the Great Depression

- Understands the causes and consequences of the Russian Revolution of 1917 (e.g., the rise of Bolshevism; Lenin's use of totalitarian means to maintain control; the rise of communism in Russia in response to the failure of economic, political, and social reforms; the impact of World War I on the revolution)
- Understands the establishment and development of the Soviet Union (e.g., the role of the Russian Revolution of 1905, the Russian Revolution of 1917, the Russian Civil War; the importance of individuals such as Lenin, Stalin, and Trotsky; the New Economic Policy; secret police and the purges)

Standard 7. Understands the causes and global consequences of World War II and the post-war world

- Understands political and social change in the Middle East after World War II (e.g., how nationalism and conflicts developed in the Middle East; the creation of the modern state of Israel)
- Understands factors that brought about the political and economic transformation of Western and Eastern Europe after World War II (e.g., the importance of the Truman Doctrine and the Marshall Plan in supplying economic and military aid; the purpose of political and economic organizations such as the North Atlantic Treaty Organization [NATO], the Warsaw Pact, and the European Economic Community)
- Understands revolutionary movements in Asia in the 20th century (e.g., characteristics of the Chinese Civil War, the rise of Mao Tse Tung, his role in the Long March, and subsequent upheavals in China, including the Great Leap and the Cultural Revolution; the role of Ho Chi Minh in French Indochina and the Vietnam War)

Standard 8. Understands contemporary issues and events in an interdependent world

- Understands events that contributed to the collapse of the Soviet Union (e.g., weaknesses of the command economy, burdens of military commitments, growing resistance to Soviet rule by dissidents in satellite states and non-Russian Soviet republics; the impact of the collapse of the Soviet Union on Eastern Europe)

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