



Standards Addressed by The Choices Program

National Standards for the Social Studies

National Standards for Social Studies are available online at cnets.iste.org/currstands.

Strand I: Culture and Cultural Diversity

- Demonstrate the value of cultural diversity, as well as cohesion, within and across groups. (e)
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding. (f)
- Construct reasoned judgments about specific cultural responses to persistent human issues. (g)

Strand II: Time, Continuity, and Change

- Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze and show connections among patterns of historical change and continuity. (b)
- Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past. (d)
- Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues. (e)
- Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues. (f)

Strand III: People, Places, and Environments

- Use appropriate resources, data sources, and geographic tools...to generate, manipulate, and interpret information.... (c)
- Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings. (i)

Strand IV: Individual Development and Identity

- Examine the interactions of ethnic, national, or cultural influences in specific situations or events. (e)
- Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity (f)
- Work independently and cooperatively within groups and institutions to accomplish goals. (h)

Strand V: Individuals, Groups, and Institutions

- Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society. (a)
- Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (b)
- Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements. (e)
- Evaluate the role of institutions in furthering both continuity and change. (f)
- Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings. (g)

Strand VI: Power, Authority, and Governance

- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare. (a)
- Explain the purpose of government and analyze how its powers are acquired, used, and justified. (b)
- Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society. (c)
- Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity. (d)
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (f)
- Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts. (g)
- Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems. (h)
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad. (i)
- Prepare a public policy paper and present and defend it before an appropriate forum in school or community. (j)

Strand VII: Production, Distribution, and Consumption

- Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues. (h)

Strand VIII: Science, Technology, and Society

- Formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect. (f)

Strand IX: Global Connections

- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. (b)
- Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues. (d)
- Analyze the relationships and tensions between national sovereignty and global interests (e)
- Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights. (f)
- Describe and evaluate the role of international and multinational organizations in the global arena. (g)
- Illustrate how individual behaviors and decisions connect with global systems. (h)

Strand X: Civic Ideals and Practices

- Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view. (c)
- Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic. (d)
- Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern. (i)
- Participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action. (j)

U.S. History Standards

National Standards for U.S. History for grades 5-12 are available online at nchs.ucla.edu/standards/us-standards5-12.html.

Era 2: Colonialization and Settlement (1585-1763)

- **Standard 1 (C)** Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies

Era 3: Revolution & New Nation (1754-1820s)

- **Standard 1 (A&B)** The ideas and interests involved informing the revolutionary movement.
- **Standard 2A** Revolutionary government-making at the national level (Articles of Confederation)
- **Standard 2C** The Revolution's effect on different social groups (enslaved and free African Americans)
- **Standard 3 (A&B)** The institutions and practices of government created during the Revolution and how they were revised to create the American political system

Era 4: Expansion and Reform (1801-1861)

- **Standard 1A** The international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine

Era 6: The Development of the Industrial United States (1870-1900)

- **Standard 4B** The roots and development of American expansionism and the causes and outcomes of the Spanish-American War

Era 7: The Emergence of Modern America (1890-1930)

- **Standard 2 (A-C)** The changing role of the United States in world affairs through World War I
- **Standard 3D** Politics and international affairs in the 1920s

Era 8: The Great Depression and World War II (1929-1945)

- **Standard 3 (A-C)** The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Era 9: Postwar United States (1945 to early 1970s)

- **Standard 2 (A-C)** How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

Era 10: Contemporary United States (1968 to the present)

- **Standard 1C** Major foreign policy initiatives
- **Standard 2B (i)** New immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants

World History Standards

National Standards for World History for grades 5-12 are available online at nchs.ucla.edu/standards/world-standards5-12.html

Era 8: A Half-Century of Crisis and Achievement, 1900-1945

- **Standard 1** Reform, revolution, and social change in the world economy of the early century
 - 1B:** Causes and consequences of important resistance and revolutionary movements of the early 20th century
- **Standard 2** The causes and global consequences of World War I
 - 2B:** Global scope, outcome, and human costs of the war
 - 2C:** Causes and consequences of the Russian Revolution of 1917
- **Standard 3** The search for peace and stability in the 1920s and 1930s
 - 3A:** Postwar efforts to achieve lasting peace and social and economic recovery
 - 3B:** Economic, social, & political transformations in Africa, Asia, & Latin America in the 1920s & 1930s
- **Standard 4** The causes and global consequences of World War II
 - 4A:** Causes of World War II
 - 4B:** Global scope, outcome, and human costs of the war
- **Standard 5** Major global trends from 1900 to the end of World War II

Era 9: The 20th Century Since 1945: Promises & Paradoxes

- **Standard 1** How post-World War II new international power relations took shape and colonial empires broke up.
 - 1A:** Major political and economic changes that accompanied post-war recovery
 - 1B:** Global power shifts and the outbreak of the Cold War
 - 1C:** African, Asian, and Caribbean peoples achieved independence from European colonial rule
- **Standard 2** The search for community, stability, and peace in an interdependent world.
 - 2A:** Population explosion and environment change have altered conditions of life around the world
 - 2B:** Increasing economic interdependence has transformed human society
 - 2C:** Liberal democracy, market economies, and human rights movements have reshaped political and social life
 - 2D:** Major sources of tension and conflict in the contemporary world and efforts that have been made to address them
 - 2E:** Major worldwide scientific and technological trends of the second half of the 20th century
- **Standard 3** Major global trends since World War II

Note: Curriculum resources from the Choices Program include historical context for all issues addressed.

National Standards for Civics and Government

National Standards for Civics and Government are available online at www.civiced.org/stds.html

Topic II: What are the foundations of the American political system?

D. What values and principles are basic to American constitutional democracy?

- **D3:** Fundamental values and principles: Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their important to the maintenance of constitutional democracy.
- **D4:** Conflicts among values and principles in American political and social life: Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.
- **D5:** Disparities between ideals and reality in American political and social life: Evaluate, take and defend positions about issues concerning the disparities between American ideals and realities.

Topic IV: What is the relationship of the United States to other nations and to world affairs?

B. How do the domestic politics and constitutional principles of the United States affect its relations with the world?

- **B1:** The historical context of United States foreign policy: Explain the principal foreign policy positions of the United States and evaluate their consequences.
- **B2:** Making and implementing United States foreign policy: Students should be able to evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out.
- **B3:** The ends and mean of United States foreign policy: Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

C. How has the United States influenced other nations, and how have other nations influenced American politics and society?

- **C1:** Impact of the American concept of democracy and individual rights on the world: Evaluate, take, and defend positions about the impact of American political ideas on the world.
- **C2:** Political developments: Evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations.
- **C4:** Demographic and environmental developments: Evaluate, take, and defend positions about what the response of American governments at all levels should be to world demographic and environmental developments.
- **C5:** United States and international organizations: Evaluate, take, and defend positions about what the relationship of the United States should be to international organizations.

Topic V: What are the roles of the citizen in American democracy?

C. What are the responsibilities of citizens?

- **C2:** Civic responsibilities: Evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

- **D4:** Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.

National Standards on Economics

National Standards for Economics are available online at www.ncee.net/ea/standards

Standard 3: Allocation of Goods and Services

- Understand that different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.

Standard 16: Role of Government

- Understand that there is an economic role for government. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

National Geography Standards

National Geography Standards are available online at www.ncge.org/publications/tutorial/standards

The World in Spatial Terms

- **Standard 1:** How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

Places and Regions

- **Standard 4:** The physical and human characteristics of places.
- **Standard 6:** How culture and experience influence people's perception of places and regions.

Human Systems

- **Standard 9:** The characteristics, distribution, and migration of human populations on Earth's surface.
- **Standard 10:** The characteristics, distributions, and complexity of Earth's cultural mosaics.
- **Standard 11:** The patterns and networks of economic interdependence on Earth's surface.
- **Standard 13:** How forces of cooperation and conflict among people influence the division and control of Earth's surface.

Environment and Society

- **Standard 14:** How human actions modify the physical environment.
- **Standard 15:** How physical systems affect human systems.
- **Standard 16:** The changes that occur in the meaning, use, distribution, and importance of resources.

National Science Content Standards

National Science Content Standards are available online at www.nap.edu/readingroom/books/nses/6e.htm

Content Standard F: As a result of activities in grades 9-12, all students should develop understanding of

- Personal and community health
- Population growth
- Natural resources
- Environmental quality
- Natural and human-induced hazards
- Science and technology in local, national, and global challenges