

STANDARDS FOR  
**Literacy in**  
**History/Social Studies,**  
**Science, and Technical Subjects**

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6–12

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## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### *Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### *Integration of Knowledge and Ideas*

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### *Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

## Reading Standards for Literacy in History/Social Studies 6–12

[RH]

The standards below begin at grade 6; standards for pre-k–5 reading in history/social studies, science, and technical subjects are integrated into the pre-k–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 6–8 students:

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### Grades 9–10 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### Grades 11–12 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

# Reading Standards for Literacy in Science and Technical Subjects 6–12

[RST]

## Grades 6–8 students:

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

### Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

## Grades 9–10 students:

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

## Grades 11–12 students:

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Text Types and Purposes\**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### *Research to Build and Present Knowledge*

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\* These broad types of writing include many subgenres. See Appendix A of the *Common Core State Standards* for definitions of key writing types.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

[WHST]

The standards below begin at grade 6; standards for pre-k–5 writing in history/social studies, science, and technical subjects are integrated into the pre-k–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 6–8 students:

#### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

### Grades 9–10 students:

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

### Grades 11–12 students:

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

**Grades 6–8 students:***Text Types and Purposes (continued)*

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. (See note; not applicable as a separate requirement)

**Grades 9–10 students:**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

**Grades 11–12 students:**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

**Note:** Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

[WHST]

## Grades 6–8 students:

### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### *Research to Build and Present Knowledge*

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

### *Range of Writing*

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Grades 9–10 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Grades 11–12 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## U . S . H I S T O R Y I

### THE REVOLUTION THROUGH RECONSTRUCTION, 1763–1877

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

The reading of primary source documents is a key feature of the two-year set of U.S. history standards. Below the appropriate standards are listed selected primary source documents with which students should become familiar. Students should read an excerpt or the whole text when appropriate. Those documents listed as “*seminal primary documents to read*” are required and may be included in the history and social science MCAS. Those documents listed as “*seminal primary documents to consider*” are only suggested.

In addition to the seven broad historical themes articulated in the introductory pages of this document, teachers of U.S. history might also consider the two following themes that are specific to U.S. history. These are suggestions only, and we encourage history and social science teachers to develop other themes that might help students gain a deeper understanding of U.S. history in high school.

***The origins and impact of sectionalism on American life and politics.*** The U.S. history standards in grade 5 and the standards for U.S. history I and II address the origins, development, and importance of sectionalism in American history. The standards address the political and economic differences between the North and the South, the Civil War and its aftermath, and the continued importance of sectionalism through the 20th century.

***The rise and continuing international influence of the United States.*** The U.S. history standards in grade 5 and the standards for U.S. history I and II address the rise and growing role of the United States in world affairs to the present day. The standards address the reasons for and the consequences of America's rise to hemispheric influence in the 19th century, and America's rise to global influence in the 20th century.

## U.S. History I Learning Standards

### THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION: THE REVOLUTION AND THE CONSTITUTION, 1763–1789

**USI.1** Explain the political and economic factors that contributed to the American Revolution. (H, C)

- A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
- B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

**USI.2** Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)

- A. the legacy of ancient Greece and Rome
- B. the political theories of such European philosophers as Locke and Montesquieu

*Seminal Primary Documents to Read:* Mayflower Compact (1620)

*Seminal Primary Documents to Consider:* Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690)

**USI.3** Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)

*Seminal Primary Documents to Read:* the Declaration of Independence (1776)

*Seminal Primary Documents to Consider:* the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)

**USI.4** Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)

**USI.5** Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)

- A. the Boston Massacre
- B. the Boston Tea Party
- C. the Battles of Lexington and Concord and Bunker Hill
- D. Sam Adams, John Adams, and John Hancock

*Seminal Primary Documents to Consider:* the Massachusetts Constitution (1780)

**USI.6** Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's Rebellion) leading to the Constitutional Convention. (H, C)

*Seminal Primary Documents to Read:* the Northwest Ordinance (1787)

## U.S. History I Learning Standards (continued)

**USI.7** Explain the roles of various founders at the Constitutional Convention.

Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)

### *Major Debates*

- A. the distribution of political power
- B. the rights of individuals
- C. the rights of states
- D. slavery

### *Founders*

- A. Benjamin Franklin
- B. Alexander Hamilton
- C. James Madison
- D. George Washington

*Seminal Primary Documents to Read:* the U.S. Constitution

**USI.8** Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)

*Seminal Primary Documents to Read:* Federalist Paper number 10

*Seminal Primary Documents to Consider:* Federalist Papers numbers 1, 9, 39, 51, and 78

**USI.9** Explain the reasons for the passage of the Bill of Rights. (H, C)

- A. the influence of the British concept of limited government
- B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

*Seminal Primary Documents to Read:* the Bill of Rights (1791)

*Seminal Primary Documents to Consider:* Magna Carta (1215) and the English Bill of Rights (1689)

**USI.10** On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

## U.S. History I Learning Standards (continued)

### THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY<sup>11</sup>

- USI.11** Describe the purpose and functions of government. (H, C)
- USI.12** Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)
- USI.13** Explain why the United States government is classified as a democratic government. (H, C)
- USI.14** Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)
- USI.15** Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)
- USI.16** Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)
- USI.17** Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)
- USI.18** Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)
- USI.19** Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)
- USI.20** Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)
- USI.21** Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)

<sup>11</sup> Though this unit on government is placed here, it can be studied at any juncture during the course of this set of standards.

## U.S. History I Learning Standards (continued)

### POLITICAL DEMOCRATIZATION, WESTWARD EXPANSION, AND DIPLOMATIC DEVELOPMENTS, 1790–1860

**USI.22** Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809). (H, C)

- A. the origins of the Federalist and Democratic-Republican parties in the 1790s
- B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
- C. the Alien and Sedition Acts
- D. the Louisiana Purchase

*Seminal Primary Documents to Consider:* Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801)

**USI.23** Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)

*Seminal Primary Documents to Consider:* Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

**USI.24** Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H)

- A. the spoils system
- B. Jackson's veto of the National Bank
- C. Jackson's policy of Indian Removal

**USI.25** Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803). (H, C)

**USI.26** Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)

- A. the War of 1812
- B. the purchase of Florida in 1819
- C. the 1823 Monroe Doctrine
- D. the Cherokees' Trail of Tears
- E. the annexation of Texas in 1845
- F. the concept of Manifest Destiny and its relationship to westward expansion
- G. the acquisition of the Oregon Territory in 1846
- H. the territorial acquisitions resulting from the Mexican War
- I. the search for gold in California
- J. the Gadsden Purchase of 1854

## U.S. History I Learning Standards (continued)

### ECONOMIC GROWTH IN THE NORTH AND SOUTH, 1800–1860

**USI.27** Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)

**USI.28** Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

- A. the technological improvements and inventions that contributed to industrial growth
- B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- C. the rise of a business class of merchants and manufacturers
- D. the roles of women in New England textile factories

**USI.29** Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

*Seminal Primary Documents to Read:* Frederick Douglass's Independence Day speech at Rochester, New York (1852)

### SOCIAL, POLITICAL, AND RELIGIOUS CHANGE, 1800–1860

**USI.30** Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)

**USI.31** Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- A. Frederick Douglass
- B. William Lloyd Garrison
- C. Sojourner Truth
- D. Harriet Tubman
- E. Theodore Weld

**USI.32** Describe important religious trends that shaped antebellum America. (H)

- A. the increase in the number of Protestant denominations
- B. the Second Great Awakening
- C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration

## U.S. History I Learning Standards (continued)

**USI.33** Analyze the goals and effect of the antebellum women's suffrage movement. (H)

- A. the 1848 Seneca Falls convention
- B. Susan B. Anthony
- C. Margaret Fuller
- D. Lucretia Mott
- E. Elizabeth Cady Stanton

*Seminal Primary Documents to Read:* the Seneca Falls Declaration of Sentiments and Resolutions (1848)

**USI.34** Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)

### THE CIVIL WAR AND RECONSTRUCTION, 1860–1877

**USI.35** Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)

**USI.36** Summarize the critical developments leading to the Civil War. (H)

- A. the Missouri Compromise (1820)
- B. the South Carolina Nullification Crisis (1832–1833)
- C. the Wilmot Proviso (1846)
- D. the Compromise of 1850
- E. the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851–1852)
- F. the Kansas-Nebraska Act (1854)
- G. the Dred Scott Supreme Court case (1857)
- H. the Lincoln-Douglas debates (1858)
- I. John Brown's raid on Harper's Ferry (1859)
- J. the election of Abraham Lincoln (1860)

**USI.37** On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)

**USI.38** Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)

*Seminal Primary Documents to Read:* Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865)

*Seminal Primary Documents to Consider:* Lincoln's "House Divided" speech (1858)

## U.S. History I Learning Standards (continued)

**USI.39** Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)

### *Leaders*

- A. Jefferson Davis
- B. Ulysses S. Grant
- C. Robert E. Lee

### *Battles*

- A. the Massachusetts 54th Regiment and the Battle at Fort Wagner
- B. Antietam
- C. Vicksburg
- D. Gettysburg

**USI.40** Provide examples of the various effects of the Civil War. (H, E)

- A. physical and economic destruction
- B. the increased role of the federal government
- C. the greatest loss of life on a per capita basis of any U.S. war before or since

**USI.41** Explain the policies and consequences of Reconstruction. (H, C)

- A. Presidential and Congressional Reconstruction
- B. the impeachment of President Johnson
- C. the 13th, 14th, and 15th Amendments
- D. the opposition of Southern whites to Reconstruction
- E. the accomplishments and failures of Radical Reconstruction
- F. the presidential election of 1876 and the end of Reconstruction
- G. the rise of Jim Crow laws
- H. the Supreme Court case, *Plessy v. Ferguson* (1896)



## GRADES 8 – 12

### CONCEPTS AND SKILLS

The concepts and skills for grades 8 through 12 are defined below. The concepts and skills may be taught at the grade level that each district deems appropriate.

#### Concepts and Skills, Grades 8–12

Students should be able to:

##### **HISTORY AND GEOGRAPHY**

1. Apply the skills of prekindergarten through grade seven.
2. Identify multiple ways to express time relationships and dates (for example, *1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s*). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
9. Distinguish intended from unintended consequences. (H, E, C)
10. Distinguish historical fact from opinion. (H, E, C)
11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)

##### **CIVICS AND GOVERNMENT**

12. Define and use correctly the following words and terms: *Magna Carta*, *parliament*, *habeas corpus*, *monarchy*, and *absolutism*. (C)

## Concepts and Skills, Grades 8–12 (continued)

### GENERAL ECONOMICS SKILLS

13. Define and use correctly *mercantilism*, *feudalism*, *economic growth*, and *entrepreneur*. (E)
14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
16. Define and use correctly *gross domestic product*, *economic growth*, *recession*, *depression*, *unemployment*, *inflation*, and *deflation*. (E)
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
22. Define and distinguish between *absolute* and *comparative advantage*, and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
23. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
24. Differentiate between fiscal and monetary policy. (E)

### U.S. ECONOMICS SKILLS

25. Explain the basic economic functions of the government in the economy of the United States. (E)
26. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)