

National and State Standards

NATIONAL STANDARDS

	UNIT	1	2	3	4	5
HISTORICAL THINKING						
Standard 1: Chronological Thinking		x	x		x	
Standard 2: Historical Comprehension		x	x	x	x	x
Standard 3: Historical Analysis & Interpretation		x	x	x	x	x
Standard 4: Historical Research Capabilities		x	x		x	x
Standard 5: Historical Issues – Analysis & Decision-Making				x	x	
U.S. HISTORY CONTENT: Era 2: Colonization and Settlement (1585-1763)						
Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.						
Standard 2: How political, religious, and social institutions emerged in the English colonies.		x				
Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.		x				
U.S. HISTORY CONTENT: Era 3: Revolution and the New Nation (1754-1820s)						
Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.						
Standard 2: The impact of the American Revolution on politics, economy, and society.			x			
Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.			x	x		
U.S. HISTORY CONTENT: Era 4: Expansion and Reform (1801-1861)						
Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans						
Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led to toward regional tensions.				x	x	
Standard 3: The extension, restriction, and reorganization of political democracy after 1800.				x	x	
U.S. HISTORY CONTENT: Era 9: Postwar United States (1945 to Early 1970s)						
Standard 4: The struggle for racial and gender equality and the extension of civil liberties						x
U.S. HISTORY CONTENT: Era 10: Contemporary United States (1968 to the Present)						
Standard 2: Economic, social, and cultural developments in contemporary United States						x

NEW JERSEY STANDARDS

	UNIT	1	2	3	4	5
STANDARD 6.1 U.S. HISTORY: America in the World						
Era: Colonization and Settlement		x				
Era: Revolution and the New Nation			x	x		
Era: Expansion and Reform				x	x	
Era: The Emergence of Modern America: Progressive Reforms					x	x
Era: Postwar United States: Civil Rights and Social Change						x
DISCIPLINARY CONCEPTS						
Civics, Government, and Human Rights		x	x	x	x	x
Geography, People, and the Environment		x		x		x
Economics, Innovation, and Technology					x	
History, Culture, and Perspectives		x	x	x	x	x
SOCIAL STUDIES PRACTICES						
Developing Questions and Planning Inquiry		x	x	x	x	x
Gathering and Evaluating Sources		x	x	x	x	x
Seeking Diverse Perspectives		x	x	x	x	x
Developing Claims and Using Evidence		x	x	x	x	
Presenting Arguments and Explanations		x	x		x	x
Engaging in Civil Discourse and Critiquing Conclusions		x				x
Taking Informed Action						x

PENNSYLVANIA STANDARDS

	UNIT	1	2	3	4	5
HISTORY						
8.1 Historical Analysis and Skills Development		x	x	x	x	x
8.2 Pennsylvania History		x	x	x	x	
8.3 United States History		x	x	x	x	x
8.4 World History						x
GEOGRAPHY						
7.1 Basic Geography Literacy				x		x
7.2 Physical Characteristics of Places and Regions						
7.3 Human Characteristics of Places and Regions		x				x
7.4 Interactions between People and the Environment		x				
CIVICS AND GOVERNMENT						
5.1 Principles and Documents of Government			x		x	
5.2 Rights and Responsibilities of Citizenship			x		x	x
5.3 How Government Works			x	x	x	x
5.4 How International Relationships Function						
SPEAKING AND LISTENING						
1.5A Initiate & participate effectively in a range of collaborative discussions		x	x	x	x	x
1.5B Respond thoughtfully to various perspectives, summarize points of view & justify own views		x	x	x	x	x
1.5C Analyze and integrate multiple sources and diverse types of sources		x	x	x	x	
1.5D Present information, findings, & supporting evidence clearly		x	x	x	x	x

DELAWARE STANDARDS

	UNIT	1	2	3	4	5
CIVICS						
Standard 1: Government - Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.			x	x		
Standard 2: Politics - Students will understand the principles and ideals underlying the American political system.			x	x	x	x
Standard 3: Citizenship - Students will understand the responsibilities, rights, and privileges of United States citizens.			x	x	x	x
Standard 4: Participation - Students will develop and employ the civic skills necessary for effective, participatory citizenship.						x
GEOGRAPHY						
Standard 1: Maps - Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.				x		x
Standard 2: Environment - Students will develop a knowledge of the ways humans modify and respond to the natural environment.						
Standard 3: Places - Students will develop an understanding of the diversity of human culture and the unique nature of places.		x				x
Standard 4: Regions - Students will develop an understanding of the character and use of regions and the con-nections between and among them.		x				x
HISTORY						
Standard 1: Chronology - Students will employ chronological concepts in analyzing historical phenomena.		x	x	x	x	x
Standard 2: Analysis - Students will gather, examine, and analyze historical data.		x	x	x	x	x
Standard 3: Interpretation - Students will interpret historical data.		x	x	x	x	x
Standard 4: Content - Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.		x	x	x	x	x

COMMON CORE STANDARDS FOR HISTORY/SOCIAL STUDIES

	UNIT	1	2	3	4	5
LITERACY IN HISTORY/SOCIAL STUDIES						
Key Ideas and Details						
Standard 1: Cite specific textual evidence to support analysis		x	x	x	x	x
Standard 2: Determine the central ideas or information of primary or secondary sources		x	x	x	x	x
Standard 3: Identify, analyze, and evaluate sequencing or cause and effect of actions or events				x		x
Craft and Structure						
Standard 4: Determine the meaning of words and phrases as they are used in the text		x	x	x	x	x
Standard 5: Describe and analyze the structure of a text				x		
Standard 6: Identify, compare, and evaluate author's points of view		x	x	x	x	x
Integration of Knowledge and Ideas						
Standard 7: Integrate multiple sources and types of sources		x	x	x	x	x
Standard 8: Evaluate an author's claims and evidence				x		
Standard 9: Use both primary and secondary sources to examine a topic		x	x	x	x	x
Range of Reading and Level of Text Complexity						
Standard 10: Read and comprehend history and social studies text		x	x	x	x	x
WRITING IN HISTORY/SOCIAL STUDIES						
Text Types and Purposes						
Standard 1: Writing arguments focused on discipline-specific content			x		x	x
Standard 2: Write informative/explanatory texts including narration of historical events		x	x	x	x	
Research to Build and Present Knowledge						
Standard 7: Conduct research projects to answer a 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.		x	x	x	x	x
Standard 8: Gather relevant information from multiple authoritative print and digital sources		x	x	x	x	x
Standard 9: Draw evidence from informational text to support analysis, reflection, and research		x	x	x	x	x