# Introduction

The social studies and history standards provide teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school. Adapted from the highly rated California and Massachusetts curriculum frameworks, the standards incorporate the comments and suggestions of area teachers and administrators. The requirements strike a balance between U.S. and world history, as well as among the many disciplines of the social sciences.

The learning standards outline what learners of social science and history should know and demonstrate by the end of each grade or course. They detail the knowledge of history, geography, economics, and politics and government that students are expected to acquire at a particular grade level.[1]

## The Organization of the Document

The learning standards for U.S. and world history are grouped in time periods commonly accepted by historians. We have selected essential topics that build a chronologically organized history and establish social science knowledge to set standards that can be taught and mastered within a specific time frame. We encourage teachers to elaborate on the content outlined here, to add topics they feel are important, and to organize material thematically. They also are encouraged to enrich the classroom experience by incorporating current events and issues that have a significant relationship to important historical themes or events under study.

These standards integrate the four major disciplines of history, geography, economics, and politics and government. They are not presented in separate strands, although grade 6 focuses on geography and grade 12 focuses on government, including U.S. and Washington, DC, governments. A coding system has been used throughout the document to indicate the disciplinary content stressed in a standard that details U.S. or world history. These include the principal disciplines of geography (G), economics (E), and politics and government (P); the characteristics of religious thought and ideas (R); and the social impact of events (S), military action (M), and intellectual thought (I) that have advanced civilizations.

## Guiding Philosophies[2]

As Americans, our cultural heritage is diverse and provides us with boundless sources of vitality and pride. As citizens and residents of the United States, our political heritage is a shared vision of a life of liberty, justice, and equality as expressed over two centuries ago in the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers.*

Critical to the preservation of America's republican form of government is the study and understanding of our nation's founding principles. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint, and self-respect must be taught, learned, and practiced. They are qualities that should not be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

Citizens in our society need to understand the current condition of the world and how it got that way and be prepared to act on challenges as they confront us. What are the roots of our current dangers and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own society, as well as of the societies of our friends and our adversaries in the world.

The kind of critical thinking we wish to encourage in the DC Public Schools rests on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good or ill, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

Teachers reading this document for the first time may be struck by the vast content and variety of material covered. These standards illustrate the larger significance of history and geography: great discoveries, conflicts, and ideas in the human past that have shaped who we are and what is happening today; the ironies and surprises of history; the great tragedies and achievements of human experience. Students explore how people in other times and places grappled with fundamental questions of truth, justice, and personal responsibility. They also grow to understand that ideas have consequences, and they realize that events are shaped by the ideas and the actions of individuals, the systems and structures of human societies and cultures, and the opportunities and constraints offered by the environmental systems within which human activity occurs. The historical drama is illuminated through an examination of more complex themes and concepts arising from past events, such as those listed on the next page.

[1] *Many sample names and events are included in parentheses throughout the document. These serve as suggestions to teachers of content that is well suited to exemplify the standard.*

[2] *Excerpted and adapted from the* Massachusetts Curriculum Framework.

1. The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity over time.

2. The struggles that men and women have faced in overcoming political oppression, economic exploitation, religious persecution, and racial injustice.

3. The growth and impact of centralized state power through time.

4. The birth, growth, and decline of civilizations.

5. The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.

6. The historical patterns and relationships within and among world nations, continents, and regions — economic competition and interdependence; age-old ethnic, racial, and religious enmities; political and military alliances; peacemaking and war making — that serve as a backdrop to and explain contemporary policy alternatives with national and worldwide implications.

7. The effects of geography on the history of civilizations and nations.

8. The effects of the interactions between humans and the environment through the ages.

9. The growth and spread of free markets and industrial economies.

10. The development of scientific reasoning, technology, and formal education over time and their effect on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.

# District of Columbia History and Government

**Grade 12 (One Semester)**

## EARLY SETTLEMENTS AND GEOGRAPHY

**12.DC.1.** Students identify and locate on a map the principal topographical features of the original federal district and surrounding area.

**12.DC.2.** Students describe the early Native American and English settlements that were established during the 17th and 18th centuries.

**12.DC.3.** Students explain how and when Africans came to the Chesapeake and Potomac Region, why a significant number of them were free, the roles they played in the development of the agrarian economy (e.g., tobacco), and how slavery developed as an institution in the region.

## A NEW NATIONAL CAPITAL AND A NEW CITY

**12.DC.4.** Students explain the establishment of the new capital.

1. Describe the geographic and political reasons for the permanent location of the national capital.
2. Describe major provisions of the Residence Act of 1790.
3. Outline the roles of Pierre L'Enfant, Andrew Ellicott, and Benjamin Banneker in planning, surveying, and mapping the site of the new capital.
4. Explain initial political jurisdictions in the District neighborhoods within Washington City.

**12.DC.5.** Students describe the nation's capital during the early 19th century.

1. Explain how the city government operated under Mayor Brent.
2. Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.
3. Describe cultural and commercial life, and outline the demand for specific skills and trades that attracted people from other colonies to Washington, DC.
4. Explain the impact of the War of 1812.
5. Trace the origins and ultimate failure of the Chesapeake and Ohio Canal.
6. Explain retrocession (or return) of the territory that had been ceded for the federal district in 1790 by the state of Virginia.

## SLAVERY, WAR, AND EMANCIPATION

**12.DC.6.** Students describe and explain the effect of mid-19th-century efforts to abolish slavery.

1. Analyze the abolition movement in Washington, DC.
2. Using a map, trace the Underground Railroad.
3. Describe the provision of the Compromise of 1850 that outlawed the slave trade in Washington, DC.
4. Debate Washington, DC's new Black Code.
5. Explain the Snow Riots, the Pearl Affair, and incidents of fear and violence triggered by mounting tensions over slavery.

## Grade 12 (One Semester)

### SLAVERY, WAR, AND EMANCIPATION *(continued)*

**12.DC.7.** Students describe the effect the Civil War had on life in Washington, DC, and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.

1. Describe how the Union Army transformed the city into an armed camp.
2. Describe the conflicting loyalties of people living in the city.
3. On a map, trace the creation of a ring of forts to defend the city.
4. Explain the participation of white and black residents in the Union and Confederate armies.
5. Explain how the city responded to the problems that accompanied the sudden surge of population (e.g., soldiers and escaping slaves).
6. Describe the emancipation by compensation of slaves owned by residents of Washington, DC, and the emancipation of slaves in the Confederacy.

### RECONSTRUCTION PERIOD

**12.DC.8.** Students describe the era of Reconstruction in Washington, DC.

1. Describe the Freedman's Bureau.
2. Explain the civil rights advancements.
3. List and identify achievements of African American leaders, such as Francis Cardozo, Frederick Douglass, John Mercer Langston, and James Wormley.
4. Trace the expansion of public education.
5. Explain the appearance of Howard University (1867) as a multiracial, coeducational university.

### LATE 19TH AND EARLY 20TH CENTURIES

**12.DC.9.** Students explain the major developments during the period of the District's territorial government, established by Congress in 1871.

1. Describe the work of the new Board of Health, also created in 1871.
2. Outline the strengths and weaknesses of the ambitious public works program spearheaded by Alexander Shepherd.
3. Explain why and how Congress ended home rule for the District of Columbia in 1874.
4. Describe the major provisions of the Organic Act of 1878.
5. Explain how the District was governed by commissioners.

*(continued)*

(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

**Grade 12 (One Semester)**

## LATE 19TH AND EARLY 20TH CENTURIES *(continued)*

**12.DC.10.** Students compare the employment (e.g., skilled and unskilled trades, entrepreneurs) and educational opportunities (e.g., elementary through postsecondary training) for white and black Washingtonians.

1. Describe how segregation and discrimination limited opportunities for African Americans.
2. Describe disturbances resulting from racial tensions.
3. Explain how African American leaders resisted discrimination.
4. Outline the role that churches played in the lives of African American Washingtonians.

**12.DC.11.** Students explain how Washington, DC's population grew and became more diverse with the infusion of immigrant minorities.

1. Identify key migratory waves that have occurred during the 20th century.
2. Explain how political, social, and cultural institutions have arisen over the years to respond to their needs and preferences.
3. Compare the development of Hispanic immigrant neighborhoods to that of historically African American sections of the City (e.g., Adams Morgan and the "U" Street Corridor).

**12.DC.12.** Students identify the political and cultural achievements of African Americans living and working in Washington, DC.

1. Identify some of the African American writers of the Harlem Renaissance who were born or lived in Washington, DC.
2. Describe the New Negro Alliance and the tactics they used to fight discrimination and segregation.

**12.DC.13.** Students describe what Washingtonians did for amusement and recreation during the 1920s and 1930s.

1. Identify the three professional ball teams: The Homestead Grays, The Washington Senators, and the Washington Redskins.
2. Using a map, locate the various parks and playgrounds around the city.
3. Identify what movies and radio shows were popular during this period of time.

## 20TH-CENTURY EXPANSION AND URBAN CHALLENGES

**12.DC.14.** Students describe the historical developments in Washington, DC, during the first half of the 20th century.

1. Explain how World War I, the New Deal, and World War II created dramatic increases in the District's population.
2. Describe the effects of housing shortages, lack of decent housing for low-income residents, and overcrowding in African American neighborhoods, as well as the remedies developed to address these problems.
3. Assess the relationships between advancements in transportation technology and the growth of the city and neighborhood development, including the effects of the electric streetcar.

*(continued)*

## Grade 12 (One Semester)

### 20TH-CENTURY EXPANSION AND URBAN CHALLENGES *(continued)*

**12.DC.14.** Students describe the historical developments in Washington, DC, during the first half of the 20th century.

4. Identify the important geographic features of the city, including quadrants; naming patterns for streets, avenues, and roads; parks and circles; and major corridors and neighborhoods.
5. Describe how the commissioner form of government responded to municipal problems, and explain why and how citizens expressed their dissatisfaction with this government.

### CIVIL RIGHTS AND HOME-RULE VICTORIES

**12.DC.15.** Students describe efforts to overcome discrimination in employment, public accommodations, housing, and education in the District (examine the National Committee on Segregation), and explain the local and national effects of these efforts.

**12.DC.16.** Students identify key milestones and efforts that led to greater self-government and suffrage for Washington, DC, residents.

*Key Milestones*: opposition of the Southwest Civic Association and the local NAACP to urban renewal in Southwest Washington (1950); the 23rd Amendment to the U.S. Constitution (1961); the Emergency Committee on the Transportation Crisis (1962); the Free DC movement (1966); the Model Inner City Community Development Organization (1966); President Lyndon Johnson's reorganization of the District government, establishing the appointed offices of mayor and council members (1967); the elected school board for the District (1968); the Statehood Movement (1969); the elected nonvoting delegate to the House of Representatives from Washington, DC (1971); the defeat of Congressman John Macmillan of South Carolina and a new chair, Charles Diggs of Michigan, for the House District Committee (1972); the Home Rule Act of 1973 passed by Congress and signed by President Richard Nixon; the approval of Home-Rule Charter by Washington, DC, citizens and election of the city's first local government in more than 100 years (1974); the proposed constitutional amendment to give Washington, DC, congressional representation that was passed by Congress and sent to the states (1978).

**12.DC.17.** Students identify key people who were civic and political leaders in Washington, DC, during the second half of the 20th century (e.g., Marion Barry, Ronald Blackburn-Moreno, Marvin Caplan, Nelson A. Castillo, Dave Clark, A. Powell Davies, Jane Delgado, Walter Fauntroy, Julius Hobson, E. Franklin Jackson, Mordecai Wyatt Johnson, Janet Murguía, Eleanor Homes Norton, Delia Pompa, Joseph Rauh, Carlos Rosario, Polly Shackleton, Carl Shipley, Saul Solórzano, Sterling Tucker, Walter Washington, and John Wilson).

### ADDRESSING OPPORTUNITIES AND PROBLEMS UNDER HOME RULE

**12.DC.18.** Students explain how the new government addressed the issues facing the city. They understand the executive and legislative powers of the new home-rule government and how the new government addressed the following: crime, economic development, health, housing, planning, poverty, and transportation.

*(continued)*

(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

**Grade 12 (One Semester)**

## ADDRESSING OPPORTUNITIES AND PROBLEMS UNDER HOME RULE *(continued)*

**12.DC.19.** Students describe both the dramatic changes in the District's population that occurred in the late 20th century and the effects of these changes.

1. Explain the exodus of middle-class families from the District and its impact.
2. Describe how the influx of immigrants from Central America, Asia, and Africa has made the city a multicultural center.

**12.DC.20.** Students identify the causes of the city's financial crisis in the mid 1990s, describe how both the city and Congress responded to it, and explain the factors that made the city's economic recovery possible.

**12.DC.21.** Students identify the mayors that have been elected under the city's Home Rule Charter, and they describe both the accomplishments and shortcomings of each administration.

**12.DC.22.** Students analyze issues critical to the future of the city.

1. Explain the tension between gentrification and the interests of long-term residents.
2. Describe and debate whether the city should plan for an increase in population and density to accommodate new residents.
3. Describe how such regional issues as transportation, water and air quality, and homeland security affect the city.
4. Describe if and how the city can use economic development to address significant unemployment among Washington, DC, residents.
5. Explain the challenges and opportunities that are unique to the status of Washington, DC, as an international political and economic capital.
6. Review the reasons why Washington, DC, residents do not have voting representation in Congress, and assess the prospects for current efforts to get congressional representation for the District.

## DISTRICT GOVERNMENT

**12.DC.23.** Students explain the relationship between the federal government and the District of Columbia as defined by Article I, Section 8, of the U.S. Constitution and the unique budgetary, legislative, and financial constraints placed on the District government by the U.S. Congress.

**12.DC.24.** Students identify the major provisions of the District's Home Rule Charter, and they explain the roles and responsibilities of the three branches of the District government, as well as the Board of Education.

1. Describe how the work of the executive branch of the District government affects the lives of District residents.
2. Explain the role of local courts and their relationship to other branches of government, using recent cases as examples.
3. Explain how laws are made in the District of Columbia, using recently passed legislation as examples.
4. Explain the role of the Board of Education in setting the educational policy and school funding.

## Grade 12 (One Semester)

**DISTRICT GOVERNMENT** *(continued)*

**12.DC.25.** Students describe how they can participate in the governmental process of the District of Columbia.

1. Describe the District's budget and its significance, including how citizens can participate in the budget process and how the District government uses taxing and spending decisions to further government policies.
2. Identify the city's major political parties, and describe the role of political parties in Washington, DC, elections.
3. Describe the political geography of the District, and explain the various divisions: wards, precincts, Board of Education Election Districts, and Single Member Advisory Neighborhood Commission Districts, or SMDs.
4. Identify public officials elected by District voters, and explain how these officials are elected: the mayor; council members and Board of Education members elected citywide and council members and Board of Education members, who represent their wards; Advisory Neighborhood Commissioners, who represent their Single Member Districts; and the Washington, DC, delegate to the U.S. House of Representatives.
5. Explain how ballot initiatives and referenda can shape public policies, providing examples of local policies that resulted from such ballot measures. In addition, explain the process for recalling public officials in the District.

**12.DC.26.** Students describe the growth of Washington, DC, as a cultural center and as a world capital.

1. Identify the various ancestries of Washingtonians today.
2. Identify the innovative theaters and museums that came to life after the 1960s, and explain how theaters and museums contribute to the idea of Washington, DC, as a world capital.
3. Describe the collaboration between public and private agencies to save important buildings and support cultural programs in Washington, DC.
4. Identify the media outlets that Washingtonians have created and relied on for local, national, and international information.
5. Identify the local professional sports teams that represent the nation's capital.
6. On a map, identify the locations for annual festivals in Washington, DC, and describe what they offer in terms of entertainment.
7. Describe the central importance of Washington, DC's universities (e.g., Georgetown, American, Howard, Catholic, and Gallaudet) in attracting international students, faculty, and staff with particular global interests.

(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

**Grades 9 through 12**
**Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9 through 12. They are to be assessed *only in conjunction with* the content standards in grades 9 through 12. *In addition to the standards for grades 9 through 12, students demonstrate the following intellectual, reasoning, reflection, and research skills.*

### HISTORICAL CHRONOLOGY AND INTERPRETATION

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
4. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
5. Students distinguish intended from unintended consequences.
6. Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.
7. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
8. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

### GEOGRAPHIC SKILLS

1. Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.
2. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. Identify major patterns of human migration, both in the past and present.
3. Students relate current events to the physical and human characteristics of places and regions. They identify the characteristics, distribution, and complexity of Earth's cultural mosaics.
4. Students evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.
5. Students hypothesize about the impact of push-pull factors on human migration in selected regions and about the changes in these factors over time. Students develop maps of human migration and settlement patterns at different times in history and compare them to the present.
6. Students note significant changes in the territorial sovereignty that took place in the history units being studied.

*(continued)*

## Grades 9 through 12

### GEOGRAPHIC SKILLS *(continued)*

7. Students study current events to explain how human actions modify the physical environment and how the physical environment affects human systems (e.g., natural disasters, climate, and resources). They explain the resulting environmental policy issues.
8. Students explain how different points of view influence policies relating to the use and management of Earth's resources.
9. Students identify patterns and networks of economic interdependence in the contemporary world.

### HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students distinguish valid arguments from fallacious arguments in historical interpretations (e.g., appeal to false authority, unconfirmed citations, *ad hominem* argument, appeal to popular opinion).
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

## Principles of Economics (Elective)

### ECONOMIC TERMS

**E.1.** Students understand common economic terms and concepts and economic reasoning.

1. Explain the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

**E.2.** Students analyze the aggregate economic behavior of the U.S. economy.

1. Identify differences between nominal and real data.
2. Describe the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth.
3. Outline the differences between short-term and long-term interest rates and their relative significance.

### MARKET ECONOMY

**E.3.** Students analyze the elements of America's market economy in a global setting.

1. Explain the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Explain the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced, and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of financial markets.
10. Describe the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

## Principles of Economics (Elective)

### U.S. LABOR MARKET

**E.4.** Students analyze the elements of the U.S. labor market in a global setting.

1. Explain the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Describe wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.
5. Measure the impact of free trade agreements, transnational labor outsourcing, and legal and illegal immigration on domestic and international workers and U.S. economic foreign policy.

### INTERNATIONAL TRADE

**E.5.** Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond U.S. borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of 20th-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Explain the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

## Glossary of Selected Terms

*(with emphasis on terms that appear in K–8)*

**Amendment (constitutional):** Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

**Articles of Confederation:** The first constitution of the United States, created in 1781. It established a weak national government and was replaced in 1789 by the Constitution of the United States.

**Barter:** The direct exchange of one good or service for another without the use of money.

**B.C.E. and C.E.:** Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

**Bill of Rights:** The first 10 amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect the basic rights and liberties of individuals.

**Bureaucracy:** Administrative organizations that implement government policies.

**Cabinet:** Secretaries or chief administrators of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

**Capital:** Manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

**Checks and balances:** Constitutional mechanisms that authorize each branch of the government to share powers with the other branches and thereby check their activities (e.g., the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional).

**Citizen:** A member of a political society who therefore owes allegiance to the government and is entitled to its protection.

**Civil rights:** Protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

**Command economy:** A type of economic system in which the resources are state owned and their allocation and use are determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

**Common or public good:** A good that is to the benefit or in the interest of a politically organized society as a whole.

**Comparative advantage:** The idea that countries gain when they produce those items that they are most efficient at producing.

**Competitive behavior:** When a business or individual acts in a self-interested way to increase wealth.

**Concurrent powers:** Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money, and spending for the general welfare).

**Confederal:** Relating to a confederation.

**Confederate:** A group of states more or less permanently united for common purposes.

**Consumer:** A person or organization that purchases or uses a product or service.

**Culture:** The learned behaviors of people, such as belief systems, languages, social relations, institutions, organizations, and material goods, such as food, clothing, buildings, and technology.

**Deflation:** A general lowering of prices; the opposite of inflation.

**Delegated powers:** Powers granted to the national government under the Constitution, as enumerated in Articles I, II, and III.

**Democracy:** Practice of the principle of equality of rights, opportunity, and treatment.

**Demographic:** The statistical data of a population (e.g., average age, income, and education).

**Developed nation:** Countries with high levels of well-being, as measured by economic, social, and technological sophistication.

**Developing nation:** Countries with low levels of well-being, as measured by economic, social, and technological sophistication.

**Diffusion:** The spread of people, ideas, technology, and products between places.

**Due process of law:** The right of every citizen to be protected against arbitrary action of the government.

**Economic growth:** An increase in an economy's ability to produce goods and services, which brings about a rise in standards of living.

**Emigration:** People moving out of a country (or other political unit).

**English Bill of Rights:** An act passed by the Parliament of England in 1689 that limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

**Entrepreneur:** A person who organizes, operates, and assumes the risk for a business venture.

**Equal protection of the law:** The idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the law.

**Exchange rate:** The price of one currency in terms of another (e.g., pesos per dollar).

**Federal Reserve System:** A system of 12 district banks and a board of governors that regulates the activities of financial institutions and controls the money supply.

**Federalism:** A form of political organization in which governmental power is divided between a central government and territorial subdivisions; in the United States, it is divided among the national, state, and local governments.

***The Federalist Papers:*** A series of essays written by Alexander Hamilton, John Jay, and James Madison that was published to support the adoption of the proposed U.S. Constitution.

**Feudalism:** A political and economic system in which a king or queen share power with the nobility, who allow the common people to use their land in return for services.

**Fiscal policy:** A policy of government taxation and/or expenditure to change the level of output, employment, or prices.

**Foreign policy:** Policies of the federal government directed to matters beyond U.S. borders, especially with regard to relations with other countries.

**Human capital:** The knowledge and skills that enable workers to be productive.

**Human characteristics:** The patterns that people make on the surface of the Earth, such as cities, roads, canals, and farms, and other ways people change the Earth.

**Immigration:** People moving to a country (or other political unit).

**Impeachment:** The act of accusing a public official of misconduct in office by presenting formal charges against him or her in the lower house, with a trial to be held in the upper house.

**Incentive:** A benefit offered to encourage people to act in certain ways.

**Inflation:** A general rise in the level of prices.

**Initiative:** A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

**Interdependence:** Reliance on people in other places for information, resources, goods, and services.

**Isolationism:** The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

**Judicial review:** A doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of Congress, the executive branch, and the states. The precedent for judicial review was established in the 1803 case *Marbury v. Madison*.

**Justice:** The fair distribution of benefits and burdens, correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

**Land use:** How people use the Earth's surface (e.g., urban, rural, agricultural, range, and forest), often subdivided into more specific uses (e.g., retail, low-density housing, and industrial).

**Landform:** A description of the Earth's shape at a place (e.g., mountain range, plateau, and floodplain).

**Latitude:** The angular distance north or south of the equator that is measured in degrees along a line of longitude.

**Legend:** A map key that explains the meaning of map symbols.

**Longitude:** The angular distance east or west that is almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

**Magna Carta:** The document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights; it is considered the beginning of constitutional government in England.

**Market:** Any setting in which an exchange occurs between buyers and sellers.

**Market economy:** A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

**Market price:** The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

**Mayflower Compact:** A document drawn up by the Pilgrims in 1620 while aboard the Mayflower, before landing at Plymouth Rock. The compact provided a legal basis for self-government.

**Mercantilism:** An economic and political policy in which the government regulates industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

**Monarchy:** A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

**Monetary policies:** Management of the money supply and interest rates to influence economic activity.

**National security:** The condition of a nation, in terms of threats, especially threats from external sources.

**Opportunity cost:** The value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

**Principle:** A basic rule that guides or influences thought or action.

**Progressive tax:** A tax structure such that people who earn more money are charged a higher percentage of their income (e.g., the federal income tax).

**Property rights:** The rights of an individual to own property and keep the income earned from it.

**Proportional tax:** A tax structure such that all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

**Protectionism:** The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

**Public service:** Service to local, state, or national communities through appointed or elected office.

**Ratify:** To confirm by expressing consent, approval, or formal sanction.

**Referendum:** A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

**Region:** A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government, or other natural or cultural attribute.

**Regressive tax:** A tax structure such that people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

**Representative democracy:** A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

**Republicanism:** A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

**Resources:** Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron, or water.

**Revolution:** A complete or drastic change of government and the rules by which government is conducted.

**Rule of law:** The principle that every member of a society, even a ruler, must follow the law.

**Separation of powers:** The division of governmental power among several institutions that must cooperate in decision-making.

**Sovereignty:** The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

**Spatial reasoning:** Pertaining to distribution, distance, direction, areas, and other aspects of space on the Earth's surface.

**Specialization:** When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, and another glues it to the sole).

**Suffrage:** The right to vote.

**Supply:** The quantity of a product or service that a producer is willing and able to offer for sale at each possible price.

**Tariff:** A tax on an imported good.

**Thematic map:** A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

**Theocracy:** Any government in which the political leaders also are the religious leaders and they rule as representatives of the deity.

**Totalitarianism:** A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

**Treaty:** A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the United States, all treaties must be approved by a two-thirds vote in the Senate.

**Unitary government:** A government system in which all governmental authority is vested in a central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

**United Nations:** An international organization comprising most of the nations of the world that was formed in 1945 to promote peace, security, and economic development.

**Urbanization:** The process whereby more people live and work in cities.

## Acknowledgments

Working under the direction of the DCPS Office of Academic Services and StandardsWork, Inc., a DC-based nonprofit that specializes in helping school districts develop world-class learning standards, the following educators, parents, and community members helped develop the learning standards in social studies for the District of Columbia. Their contributions are greatly appreciated.

Margot Berkey
*Parents United for DC Public Schools*

Yvonne Bess
*Wilson Senior High School*

Clara Bowers
*Shaw Junior High School*

Michael Briley
*Francis Junior High School*

Latrina Brookins
*Prospect Senior High School*

Kathleen Brown
*Stuart Hobson Middle School*

Diane Bryant
*CW Harris Elementary School*

Alice Chandler
*Ellington School of the Arts*

Stephanie Coleman
*Stuart Hobson Middle School*

Deltha Cousar-Jeffries
*MacFarland Middle School*

Billie Day
*Banneker Senior High School*

Susan Dennis
*Anacostia Senior High School*

Beth Dewhurst
*Stuart Hobson Middle School*

William Dexter
*IDEA Public Charter School*

Koura Gibson
*McKinley Senior High School*

Elinor Hart
*WTU Teacher/League of Women Voters*

Gwendolyn Herold Faulkner
*National Geographic (Education Foundation)*

Frances Herrington
*Hart Middle School*

Bradford Hopewell
*Banneker Senior High School*

Cosby Hunt
*Bell Multicultural*

Laure Hunter
*Janney Elementary School*

Sylvia Isaac
*School Without Walls*

Marsha Karim
*Eastern Senior High School*

Anita Lee
*Shepherd Elementary School*

Norma Lewis
*Division of Academic Services DCPS*

Katie Li
*Teaching for Change*

Sheldon Lisbon
*Coolidge Senior High School*

Delilah Lutgen
*Tubman Elementary School*

David Maron
*DCPS*

Erich Martel
*Wilson Senior High School*

Megan Matthias
*National Peace Corps Association*

Muriel McCants
*Browne Junior High School*

Garth McIntosh-Peters
*Woodson Senior High School*

Sheli Mead
*Backus Middle School*

Deborah Menkart
*Teaching for Change*

Ann Miller
*Jefferson Junior High School*

Cheryl Mitchell
*Hine Junior High School*

James Monack
*Banneker Senior High School*

Lynn Moore
*Ellington School of the Arts*

Cynthia Mostoller
*Deal Junior High School*

Jesse Nicholson
*DCPS, formerly at Banneker Senior High School*

Moshood Olayinka
*Eliot Junior High School*

Alexandra Pardo
*Roosevelt Senior High School*

Diana Perkins-Hall
*Lincoln Middle School*

Christopher Pierce
*Kramer Middle School*

Shelby Queen
*Sousa Middle School*

Lionel Roberts
*Ballou Senior High School*

Sara Rowe
*Dunbar Senior High School*

Karl Rudder
*DCPTA*

Ron Rutherford
*Garnett-Patterson Middle School*

Charles Saunders
*Anacostia Senior High School*

Sally Schwartz
*Office of International Programs DCPS*

Ronda Scott
*Raymond Elementary School*

LeAnne Shepherd
*Seaton Elementary School*

Kerry Silvia
*Cardozo Senior High School*

Richard Singer
*Banneker Academic High School*

Shannon Snow
*Washington Senior High School*

Jackie Snowden
*Lafayette Elementary School*

Andrew Sonnabend
*Wilson Senior High School*

Catherine Spellacy
*Bell Multicultural*

Iris Toyer
*Parents United*

Amy Trenkle
*Stuart Hobson Middle School*

Paul Vassak
*Hardy Middle School*

Emily Washington
*DC Community Activist/Advocate/Teacher*

Elizabeth Whisnant
*Mann Elementary School*

Deborah White
*Amidon Elementary School*

Anthony Williams
*Spingarn Senior High School*

Gay Wilson
*Shaed Elementary School*

The following individuals participated in the prekindergarten development process: Maurice R. Sykes, executive director of the Early Childhood Leadership Institute; Diane Trister Dodge, founder and president of Teaching Strategies, Inc.; and Cate Heroman of Teaching Strategies, Inc.

## Related Resources also Available

The Office of Academic Services also has developed a number of other resources to help teachers, administrators, students, parents, and community members better understand the new learning standards. These resources include:

- Grade-level curriculum guides, with sample learning activities, month-by-month scope and sequence suggestions, sample test items, and other resources.
- Grade-level parent guides to the standards, translated into several languages.
- Grade-level posters, which should be displayed in every classroom.

These and other materials are available on the DCPS Web site at www.k12.dc.us.

**District of Columbia Public Schools**

*Office of Academic Services*

825 North Capitol Street, NE, Eighth Floor

Washington, DC 20002-4232

(202) 442-5599

Fax (202) 442-5602

www.k12.dc.us