

COLLEGE, CAREER & CIVIC LIFE

C3 FRAMEWORK

FOR SOCIAL STUDIES STATE STANDARDS



Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

CIVICS

IN A CONSTITUTIONAL DEMOCRACY, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn about state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. Not all participation is beneficial. This framework makes frequent reference to civic *virtues* and principles that guide participation and to the norm of *deliberation* (which means discussing issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). What defines civic virtue, which democratic principles apply in given situations, and when discussions are deliberative are not easy questions, but they are topics for inquiry and reflection. In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.

Civic and Political Institutions

In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. That requires mastery of a body of knowledge about law, politics, and government.

Indicators of Dimension 2—Civic and Political Institutions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 9.

TABLE 9: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Civic and Political Institutions

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.K-2. <i>Begins in grades 3–5</i>	D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.	D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.K-2. Explain what governments are and some of their functions.	D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.	D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in

important texts such as the founding documents of the United States. It also means coming to understand the diverse arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement—their own and that of other people from the past and present.

Indicators of Dimension 2—Participation and Deliberation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 10.

**TABLE 10: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Participation and Deliberation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.7.K-2. Apply civic virtues when participating in school settings.	D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.	D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.
D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.	D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.	D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.
D2.Civ.10.K-2. Compare their own point of view with others' perspectives.	D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

Civics is the discipline of the social studies most directly concerned with the processes and rules by which groups of people make decisions, govern themselves, and address public problems. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems. Students must learn how various rules, processes, laws, and policies actually work, which requires factual

understanding of political systems and is the focus of this section. They must also obtain experience in defining and addressing public problems, as prompted in Dimension 4—Taking Informed Action.

Indicators of Dimension 2—Processes, Rules, and Laws—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 11.

**TABLE 11: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Processes, Rules, and Laws**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.	D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.	D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
<i>Begins in grades 3–5</i>	D2.Civ.13.3-5. Explain how policies are developed to address public problems.	D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.	D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

ECONOMICS

EFFECTIVE ECONOMIC DECISION making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.

Economic Decision Making

People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the

additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

Indicators of Dimension 2—Economic Decision Making—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 12.

**TABLE 12: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Economic Decision Making**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

Exchange and Markets

People voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit,

foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

Indicators of Dimension 2—Exchange and Markets—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 13.

**TABLE 13: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Exchange and Markets**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.	D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.	D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.	D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.K-2. Identify prices of products in a local market.	D2.Eco.5.3-5. Explain the role of money in making exchange easier.	D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.	D2.Eco.5.9-12. Describe the consequences of competition in specific markets.
D2.Eco.6.K-2. Explain how people earn income.	D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.	D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.K-2. Describe examples of costs of production.	D2.Eco.7.3-5. Explain how profits influence sellers in markets.	D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
<i>Begins in grades 3-5</i>	D2.Eco.8.3-5. Identify examples of external benefits and costs.	D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.	D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.K-2. Describe the role of banks in an economy.	D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

The National Economy

Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed

at reducing inflationary or deflationary pressures; increasing employment or decreasing unemployment levels; and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth.

Indicators of Dimension 2—The National Economy—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 14.

**TABLE 14: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, The National Economy**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Eco.10.K-2. Explain why people save.	D2.Eco.10.3-5. Explain what interest rates are.	D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
<i>Begins in grades 3–5</i>	D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.	D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.	D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.K-2. Describe examples of capital goods and human capital.	D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing

those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

Indicators of Dimension 2—The Global Economy—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 15.

TABLE 15: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, The Global Economy

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.	D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

GEOGRAPHY

EACH PLACE ON EARTH has a unique set of local conditions and connections to other places. Some activities are appropriate in a given place and other activities are not. Events in one place influence events in other places. Geographic knowledge helps people to make decisions about “Where can I be safe, successful, and happy in my daily activities?” and “How can my community create and sustain a healthy environment?” Such knowledge is critically important to understanding what activities might be harmful to a place or what hazards might be encountered there. Geographic inquiry helps people understand and appreciate their own place in the world, and fosters curiosity about Earth’s wide diversity of environments and cultures.

Geographic reasoning rests on deep knowledge of Earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures.

Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.

Geographic Representations: Spatial Views of the World

Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information; organizing and analyzing the information; and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of

seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.

Indicators of Dimension 2—Geographic Representations—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 16.

**TABLE 16: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Geographic Representations**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.	D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	D2.Geo.3.6-8. Use paper-based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These

interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

Indicators of Dimension 2—Human-Environment Interaction—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 17.

TABLE 17: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human-Environment Interaction

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.	D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.	D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.	D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Human Population: Spatial Patterns and Movements

The size, composition, distribution, and movement of human populations are fundamental and active features on Earth’s surface. The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. The spatial patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards. Further, political, economic, and technological changes sometimes have dramatic

effects on population size, composition, and distribution. Past, present, and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of human population.

Indicators of Dimension 2—Human Population: Spatial Patterns and Movements—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 18.

TABLE 18: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human Population: Spatial Patterns and Movements

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.	D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.	D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Global Interconnections: Changing Spatial Patterns

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial

patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.

Indicators of Dimension 2—Global Interconnections—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 19.

**TABLE 19: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Global Interconnections**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.	D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.	D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.	D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.	D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.	D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HISTORY

HISTORICAL THINKING REQUIRES understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Change, Continuity, and Context

At its heart, chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves coming to understand how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. Understanding the interrelation of patterns of change

requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

Indicators of Dimension 2—Change, Continuity and Context—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 20.

**Table 20: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Change, Continuity, and Context**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.1.K-2. Create a chronological sequence of multiple events.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.K-2. Compare life in the past to life today.	D2.His.2.3-5. Compare life in specific historical time periods to life today.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	D2.His.2.9-12. Analyze change and continuity in historical eras.
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change

over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

Indicators of Dimension 2—Perspectives—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 21.

**TABLE 21: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Perspectives**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
<i>Begins in grades 3–5</i>	D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.
D2.His.6.K-2. Compare different accounts of the same historical event.	D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.	D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.

The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

Indicators of Dimension 2—Historical Sources and Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 22.

**TABLE 22: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Historical Sources and Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.9.K-2. Identify different kinds of historical sources.	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.K-2. Explain how historical sources can be used to study the past.	D2.His.10.3-5. Compare information provided by different historical sources about the past.	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.	D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
<i>Begins at grade 3–5</i>	D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects,

historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

Indicators of Dimension 2—Causation and Argumentation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 23.

TABLE 23: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Causation and Argumentation

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.14.K-2. Generate possible reasons for an event or development in the past.	D2.His.14.3-5. Explain probable causes and effects of events and developments.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
<i>Begins in grades 6–8</i>	<i>Begins in grades 6–8</i>	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	D2.His.16.3-5. Use evidence to develop a claim about the past.	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<i>Begins in grades 3–5</i>	D2.His.17.3-5. Summarize the central claim in a secondary work of history.	D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.