

IN CONGRESS, JULY

The unanimous Declaration of the thirteen united States

When in the course of human events it becomes necessary for people to assume the form of government, the first principle is that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly we have borne with them when long suffered, but when a long train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce us to absolute Tyranny, it is our duty, to throw off such Government, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

# A Report on the State of History Education

## State Policies and National Programs

By Daisy Martin with Saúl I. Maldonado,  
Jack Schneider, and Mark Smith

**Second Edition**

Includes September 2011 Supplement



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## State Policies and National Programs

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Second Edition by Daisy Martin, with help from Saúl I. Maldonado, Jack Schneider, and Mark Smith

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#### **Second Edition**

Includes September 2011 Supplement

## 1

## EXECUTIVE SUMMARY

For the thousands of educators who have participated in Teaching American History grants, it seems obvious that more attention is being paid to K-12 U.S. history education. Over the past ten years, more than one billion dollars in federal funds were dedicated to the professional development of U.S. history teachers—the largest funding influx ever. But what is happening in the states? Are students required to take U.S. and world history? Is student achievement being monitored?

This report and its supplement examine the state of history education primarily at the state level. We focus on state standards, assessments, and subject-matter requirements for initial teacher licensure. We also describe significant educational programs that cross state boundaries.

Looking at even a small sample of state standards documents makes it immediately apparent that there is enormous variation in how states organize, frame, and detail their requirements for teaching and learning history. However, from this variety emerges a story of increased attention to history education over the past two decades, particularly to U.S. history.

#### STATE OF HISTORY EDUCATION: 2008

The first part of this report documents findings on the state of U.S. history education as of September 2008. We begin by looking at a confluence of factors that help explain the growing interest in history. These include the general standards-based reform movement and federal initiatives. The report continues with an examination of state standards for all fifty states and the District of Columbia. We found that while only eleven states referred to “history” in the titles of

their standards documents, twenty-four states and the District of Columbia mandated four or more years of instruction in U.S. and state history. We also found that whereas only thirty states in 2003 required a U.S. history course to graduate from high school, thirty-nine states and the District of Columbia did so in 2008. In the realm of testing, twenty-five states administered state exams in history and social studies, up from the reported sixteen in 2003.

While the data indicated increasing attention to American history, there was wide variation in how much control states exerted over local curriculum, the level of detail included in their U.S. history standards, and the format, use, and even length of standards documents.

Variation was also the theme for teacher licensing requirements in U.S. history. While states license teachers, there are multiple routes in each state that a prospective teacher can follow to earn that licensure. In many cases, university-based teacher education programs within a state create the particular content and requirements for their teacher credentialing program within a state framework. However, some states do require particular coursework for U.S. history teachers. Notably, Iowa, one of two states without

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Students examine the Declaration of Independence.

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history or social studies standards in 2008, required twenty-four hours of coursework in American history to earn an American history teaching endorsement. Consistency between states does exist as forty-six and the District of Columbia used subject-specific tests, most commonly the Praxis II, to gauge prospective teachers' content area knowledge.

### STATE OF HISTORY EDUCATION: 2010

The supplement to this report tracks policy changes between August 2008 and September 2010 in states' standards and testing, and presents data about state policies governing the teaching of world history and the use of end-of-course tests in history and social studies. Changes in the national educational landscape relevant to history education are also noted. Together, this supplement and the report offer a more complete picture of the current state of history education in the United States.

Between the academic years of 2008 and 2010, twelve states and the District of Columbia adopted new history/social studies standards. Another six states were engaged in the process of reviewing and revising their existing standards. However, these changes did not substantially alter the aggregate picture revealed by 2008 data. State changes did affect some total numbers—forty-nine states and the District of Columbia now have history/social studies standards (up from 48), and twenty-six states now require history/social studies testing as opposed to twenty-five—but changes were more visible within individual states rather than across them.

Data about world history changed the picture more substantially. Variation in states' world history requirements was even more pronounced than for U.S. history. In the District of Columbia and the forty-four states that include world history in their standards, the content and approach of those standards varied substantially. We found standards organized around

a variety of frameworks, with chronological era the predominant structure and regional studies the second most common. In half the states, world history standards first appear in the sixth grade curriculum while for eleven states, this happens during the early elementary years.

The supplement's additional findings on world history requirements underscored that world history receives less attention in the states than U.S. history. For instance, four fewer states include world history in their content standards. Twenty-two states and the District of Columbia require graduates to have taken a world history course—seventeen fewer than require a U.S. history course for graduation. Fifteen of the twenty-six states that mandate history-social studies testing include world history in that mandate, as contrasted with the twenty-four states that mandate American history content. Additionally, ten states currently test U.S. history with end-of-course exams and three states test world history this way.

We close each of the two major sections of the report with a look at significant national programs that have mattered to K-12 history education in the recent past. These include federally funded efforts such as the Teaching American History grant program, independent organizations including the National Council for History Education and National Center for History in the Schools, and programs for students such as Advanced Placement and National History Day.

This report is a work in progress. Even as we write, policies are changing—state committees are updating and reorganizing standards, state legislatures are revamping course requirements, and state boards are creating new testing policies and contracting for the development of new tests. Our mission here is to establish a baseline of data that can be used to monitor the development of history education in the coming years.

## Original Report: State Policies and National Programs as of September 2008

# 2

## INTRODUCTION

For the thousands of educators participating in Teaching American History grants, it seems obvious that U.S. history is getting more attention in schools than ever before. Over the last eight years, more than \$800 million in federal funds have been dedicated to the professional development of U.S. history teachers—the largest funding influx ever. But what is happening in the states? Are students required to take U.S. history? Is student achievement in the subject being documented and monitored?

This report examines the condition of U.S. history education primarily at the state level. In this first of a series of occasional reports, we focus on state standards, assessments, and teacher subject-matter requirements for initial licensure. We will also look at significant educational programs that cross state boundaries. Obviously there are other important indicators in history education that this report does not cover (for example, state professional networks and teacher education). We will take up some of these issues in subsequent reports.

Gathering data on states' standards, assessments, and teacher certification is no easy task. The Tenth Amendment to the Constitution reserves the power to oversee education to state and local control. As a result, there is enormous variation in how states organize, frame, detail, and use their requirements and recommendations for teaching and learning U.S. history. However, from this variety emerges a story of increased attention paid to history education over the past two decades, including U.S. history education.

"Head of suffrage parade, Washington, D.C." March 3, 1913. From Library of Congress: *By Popular Demand: "Votes for Women" Suffrage Pictures, 1850-1920*. [http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field\(NUMBER+@band\(cph+3a23348\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field(NUMBER+@band(cph+3a23348))) (accessed February 16, 2010).



## 3

## BACKGROUND

The contemporary standards-based reform movement has its roots in the 1980s, when varied groups working with K–12 education called for a strong academic core curriculum in every school.<sup>1</sup> Critical of what they saw as a watering down of subject matter, and concerned about what the influential 1983 *A Nation at Risk* report called a “rising tide of mediocrity,” these groups advocated a return to a rigorous education focused on the core disciplines.<sup>2</sup>

History was one of those core disciplines. Indeed, a number of high-profile publications followed *A Nation at Risk* in calling for fundamental reforms in history education.<sup>3</sup> For example, in 1987 *What Do Our 17-Year Olds Know?* showcased the unimpressive results of tests designed in conjunction with the National Assessment of Education Progress (NAEP) to measure student knowledge of literature and American history.<sup>4</sup> Pointing to the fact that the average score of the 7,812 students who took the test was 54.5 percent, *What Do Our 17-Year Olds Know?* asserted that high school students constituted a “generation at risk” for their lack of basic knowledge of history.<sup>5</sup>

At the same time, a group of historians and educators convened to produce *Building a History Curricu-*

*lum: Guidelines for Teaching History in the Schools*. Better known as the Bradley Commission Report,<sup>6</sup> it concluded that the crisis in history education was primarily due to the dearth of courses offered in public schools and the poor preparation of elementary and secondary history teachers. Not all American students were required to take U.S. history in middle school and high school, and in some areas, history had been eclipsed by more general social studies courses. The report recommended the study of American history, western civilization, and world history. It also called for the introduction of history in elementary grades, and suggested that students receive four years of history education between the seventh and twelfth grades. In order to increase the quality of history education, the Commission recommended that certification for all

1. These groups included the American Federation of Teachers, the Council for Better Education, and the National Endowment for the Humanities.
2. National Commission on Excellence in Education, “A Nation at Risk: The Imperative for Educational Reform” (United States Department of Education, April, 1983), <http://www.ed.gov/pubs/NatAtRisk/index.html> (accessed May 19, 2008).
3. For examples, see Diane Ravitch, “The Decline and Fall of Teaching History,” *The New York Times Magazine*, November 17, 1985, 50-53, 101, 117; Ravitch, “The Precarious State of History,” *American Educator* 9, no. 1 (1985): 10-17; Paul Gagnon, ed., *Historical Literacy: The Case for History in American Education* (New York: Macmillan, 1989).
4. Diane Ravitch and Chester Finn, *What Do Our 17 Year-Olds Know?* (New York: Harper and Row, 1987). NAEP went on to develop national tests for U.S. history targeting 4th, 8th, and 12th graders. The tests were administered officially for the first time in 1994.
5. *Ibid.*, 200.
6. Bradley Commission on History in the Schools, “Building a History Curriculum: Guidelines for Teaching History in Schools” (National Council for History Education, Inc., 1988) <http://www.nche.net/docs/publications.html> (accessed May 17, 2008).



Teachers plan together.

middle and high school social studies teachers include a college major or minor in history.

Meanwhile, California undertook a major revision of its History-Social Science Framework, and created a new scope and sequence emphasizing the study of history. The California framework embodied many of the prescriptions laid out in the Bradley Commission Report. It mandated three curricula: primary (K-3), middle (4-8), and secondary (9-12), with American history studied in grades 5, 8, and 11 and world history in grades 6, 7, and 10. As State Superintendent of Instruction Bill Honig asserted in the document's foreword, "This framework places history at the center of the social sciences and humanities, where it belongs."<sup>7</sup> Other states, including Virginia and Massachusetts, soon moved to increase curricular time spent on history.

The succeeding two decades have seen a resurgence of history in the schools. Federal policies have encouraged this shift. In 1994, the *Goals 2000: Educate America Act* allocated funding for the development of state standards and assessments in the core academic subjects, defined as history, mathematics, science, geography, foreign languages, the arts, civics and government, and economics.<sup>8</sup> Later that year, Congress strengthened this legislation with

the Improving American Schools Act, which required states to develop and implement subject-specific standards and assessments in order to receive Title I funds.<sup>9</sup> In 2001, Congress established the Teaching American History (TAH) grant program, sponsored by Senator Robert Byrd (D-W.V.). These grants "promote the teaching of traditional American history in elementary schools and secondary schools as a separate academic subject (not as a component of social studies)."<sup>10</sup> They fund collaborative professional development programs that are designed to improve K-12 educators' content knowledge and to raise student achievement in U.S. history. The Department of Education awarded over \$119 million in TAH grants in 2006, 2007 and 2008. Since the program's inception, over three-quarters of a billion dollars have been devoted to increasing teacher subject-matter knowledge in U.S. history.

The states have responded to these federal mandates and initiatives. For example, several state departments of education have increased the number of history courses in their social studies curriculum and have developed history-specific state tests. Thirty-nine states and the District of Columbia now require that high school students study American history in order to graduate, an increase from the thirty states reported

7. California State Department of Education, *History-Social Science Framework for California Public Schools* (Sacramento: California State Department of Education, 1988), vii.  
8. *Goals 2000: Educate America Act*, Public Law 103-227, United States Statutes at Large 108 (1994) <http://www.ed.gov/legislation/GOALS2000/TheAct/index.html> (accessed May 17, 2008); Improving America's Schools Act of 1994, Public Law 103-382, United States Statutes at Large 108 (1994) <http://www.ed.gov/legislation/ESEA/toc.html> (accessed May 17, 2008).  
9. Originally established in the landmark Elementary and Secondary Education Act of 1965, Title I makes funds available for local education agencies (LEAs) with low-income students. *Elementary and Secondary Education Act of 1965*, Public Law 89-10, United States Statutes at Large 79 (1965).  
10. *Elementary and Secondary Education Act 2001*, Public Law 107-110, United States Statutes at Large 115 (1994): Title II-C, subpart 4 <http://www.ed.gov/policy/elsec/leg/esea02/pg1.html> (accessed May 19, 2008).

in 2003. Twenty-five states now test students in history, social science, or the social studies, up from the sixteen states reported in 2003.<sup>11</sup>

National organizations have monitored these changes in history education by chronicling and assessing the development of state history standards and tests. In a report commissioned by the American Historical Association (AHA) and the Organization of American Historians (OAH), its authors Sarah Drake Brown and John Patrick found that by 2003 forty-nine states had developed content standards pertaining to history, the social sciences, or social studies, while thirty-two state

standards acknowledged the discipline of history, and sixteen states administered some form of history–social studies testing.<sup>12</sup> The Albert Shanker Institute, American Federation of Teachers, Fordham Foundation, and *Education Week* have all published evaluations of state history and social studies standards featuring such categories as rigor, clarity, focus, and specificity.<sup>13</sup> The intention of this report is not to grade state standards, but to provide an overview of state policies for history education by examining the current status of state standards, assessments, and initial credentialing policies for history teachers.

11. Sarah Drake Brown and John Patrick, *History Education in the United States: A Survey of Teacher Certification and State-Based Standards and Assessments for Teachers and Students* (Washington, DC: United States Department of Education, 2003), 7.

12. *Ibid.*, 5.

13. Paul Gagnon, "Educating Democracy: State Standards to Ensure a Civic Core" (Albert Shanker Institute, 2003), <http://www.shankerinstitute.org/Downloads/gagnon/contents.html> (accessed May 17, 2008); American Federation of Teachers, *Making Standards Matter: A Fifty-State Report on Efforts to Implement a Standards-Based System*, (Washington, DC: American Federation of Teachers, 2001); Chester Finn and Michael Petrilli, eds., *The State of State Standards* (Washington, DC: Fordham Foundation, 2000); David Saxe, *State History Standards* (Washington, DC: Fordham Foundation, 1998); Sheldon M. Stern, *Effective State Standards for U.S. History: A 2003 Report Card* (Washington, DC: Fordham Foundation, 2000). Also available online at <http://www.edexcellence.net/institute/publication/publication.cfm?id=320>; *Quality Counts*, Special Issue of Education Week 27, no. 18 (2008).

Students in their classroom.



## 4

## METHODOLOGY

We began our data gathering by searching state department websites and other reports for answers to our questions.<sup>14</sup> We created a database of state history and social studies standards, assessments, and credentialing policies. After a preliminary analysis, we attempted to verify our data by asking a knowledgeable reviewer in each of the fifty states and the District of Columbia to examine their state's data set. These reviewers were most often state level officials with responsibilities for history/social studies curriculum and assessment. Where government officials could not be contacted, we asked Teaching American History project leaders, State Council for History Education coordinators, or teacher educators to comment on the accuracy and completeness of our data for their state. Experts in forty-five states responded to our request.<sup>15</sup>

In terms of surveying standards documents, we were interested in their length, the extent to which they focused specifically on history or more generally on social studies, their level of detail, and the number of history/social studies units required by the state for high school graduation. We were also interested in state history assessments, particularly the format of state history tests, the stakes associated with such tests, and the grade levels in which they were administered. We investigated subject-specific requirements for initial teacher licensure, looking at required tests and courses. Based on our search, we found wide variation

in the availability of information, let alone the actual substance of each state's history education system.

What follows is an overview of our findings. The report opens with a discussion of state history standards; examines state tests and teacher requirements; and concludes with a summary of additional national programs.

Please note that this study is a work in progress. Although we are moving into the third decade of the accountability movement, standards-based reforms at the state level remain very much in flux. Even as we write, policies are changing: state committees

14. *Quality Counts*, Special Issue of Education Week 27, no 18 (2008); "NASDTEC Knowledgebase," National Association of State Directors of Teacher Education and Certification, <http://www.nasdtec.info>; Education Commission of the States, "High School Policy Center," Education Commission of the States, <http://www.ecs.org/html/project.asp?projectID=65>; Constitutional Rights Foundation, "Social Studies Content Standards," Constitutional Rights Foundation, [http://www.crf-usa.org/links/state\\_standards.htm](http://www.crf-usa.org/links/state_standards.htm); Council of Chief State School Officers, "State Content Standards," Council of Chief State School Officers, <http://www.ccsso.org/content/pdfs/2006-07%20Content%20Standards%20FINAL.pdf>

15. State-level verification did not happen for Arkansas, Hawaii, Kentucky, Mississippi, North Carolina, and the District of Columbia. See Acknowledgments for list of all state reviewers.



A teacher challenges her students.

are updating and reorganizing standards documents, state legislatures are revamping course requirements, and state boards are creating new testing policies and contracting for the development of new tests. Six states (Indiana, Georgia, Maine, Utah, Virginia, and West Virginia) adopted revised history/social studies standards between September 2007 and September 2008. Three more states expected to adopt revised standards by the end of 2008 and several more were in a formal

review process. At the same time, several states, such as Indiana and Maryland, are in the midst of changing their role with respect to testing history/social studies. Thus, we acknowledge that the findings reported here may soon be outdated. However, our mission is to establish a baseline of data about U.S. history education, as it existed in September 2008 that can be used to monitor the development of history education, both now and in subsequent years.

# 5

## STATE STANDARDS

Forty-eight states and the District of Columbia have established academic standards to address academic achievement in history, the social sciences, or social studies. The sole exceptions are Iowa and Rhode Island which allow local jurisdictions to set the history/social studies curriculum. Any apparent consensus ends there, however, as most states interpret the nature and meaning of educational standards in radically different ways. Documents can range from slim (3 pages) to epic (580 pages), with lengths everywhere in between. Some state standards focus primarily on history over the other social sciences, some are characterized by broad guidelines rather than specific curricular mandates, and some focus on content with no attention given to skills. As any attempt to determine what is desirable must begin with what is possible, this section briefly describes the lay of the land for state standards, revealing not only great variety, but also areas of convergence.

Middle school students collaborate.



**California Content Standards:  
History-Social Science**

**Colorado K-12 Academic Standards:  
Civic, Economics, Geography, History**

**Kansas Curricular Standards: History and  
Government; Economics and Geography**

**Massachusetts Curriculum Frameworks:  
History and Social Science**

**Minnesota Academic Standards in  
History and Social Studies**

**Nebraska Academic Standards:  
Social Studies/History**

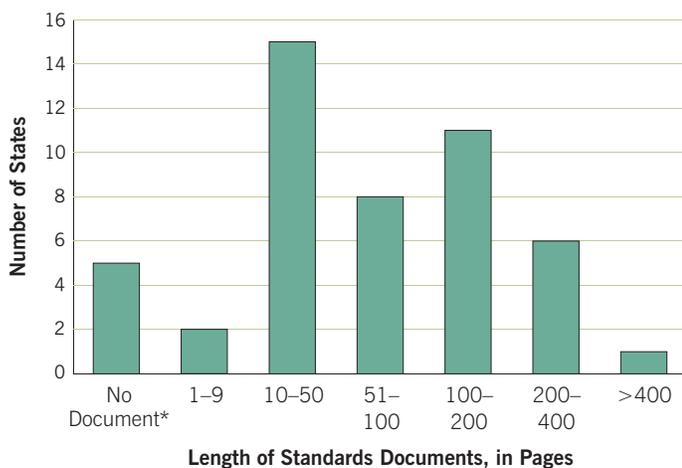
**Pennsylvania Academic Standards:  
Civics, Economics, Geography, History**

**Virginia Standards of Learning:  
History and Social Science**

**Vermont Framework of Standards and Learning  
Opportunities: History and Social Sciences**

**Washington Academic Learning Requirements:  
Civics, Economics, Geography, History**

**Figure 1: Titles of state standard documents that mention history**



**Figure 2: Length of states' standards documents for history/social studies**

\*No standards documents are available in IA and RI, and three states only have standards online (GA, TN, and TX).

Note: Aggregate numbers of social studies pages could not be calculated from the state websites for three states (CO, DE, PA). These states are not included in this data.

## HISTORY AND SOCIAL STUDIES

Based on program titles alone, we found the social studies continued to dominate state curricula—only 10 states specifically included “history” in the title of standards documents. While such states as Massachusetts and Virginia explicitly promote history as the dominant discipline within their curricular framework, most states do not single out history over other constituent social studies disciplines. Despite these signals, history remains at the center of the social studies curriculum. While, in many states, social studies classes focused on “expanding environments” dominate the lower grades; half the states now mandate four or more years of instruction in state and U.S. history. Arizona mandates five years of U.S. history and one year of state history between grade 3 and high school. Even local control states often recommend at least 4 years of instruction in state and U.S. history. Given that many states also require an additional two years of world history, many state programs are in actuality dedicating more than half of their social studies courses to history.

## DOCUMENT LENGTH

Many states have a single standards document for their entire history and social studies programs, while some have separate documents for separate grade ranges or social science disciplines. Consequently, the length of standards documents is difficult to compare. Of the states that do have comprehensive standards documents, a wide range reveals different approaches to the crafting of standards. While states like Virginia (580 pages), Nevada (376 pages), and Mississippi (301 pages) have produced lengthy tomes, such states as Montana (11 pages), Connecticut (5 pages), and Wisconsin (3 pages) have documents that provide more general curricular guidance. Most state documents range from roughly 50 pages (New Mexico, Oklahoma, Wyoming) to just over 100 (Alabama, New Hampshire, South Dakota, West Virginia).

## ORGANIZATION BY GRADE

With some notable exceptions (e.g., Alaska), most states organize their standards by grade level, beginning in the early primary years and moving through high school. A number of states like Ohio and Oklahoma have developed historical skill and content standards for each grade in the K-12 curriculum. Some states, like Wyoming and Kentucky, break standards down even further, articulating them within each grade level for various levels of competency. States like Ohio provide further grade-level performance indicators to help teachers recognize when their students are meeting the standards. States like New Jersey and Minnesota take a slightly different approach, articulating standards for clusters of usually two to four grade

## Idaho

### Standard 1:

History

#### Goal 1.1:

Build an understanding of the cultural and social development of the United States.

#### 10.US1.1. 1.4:

[The student will be able to] discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.

## Kansas

### KS.4. Standard: History...

The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

#### 4.2. Benchmark:

The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.

##### 4.2.1. Indicator / Proficiency Level:

(K) The student explains the issues of nationalism and sectionalism (e.g., expansion of slavery, tariffs, westward expansion, internal improvements, nullification).

##### 4.2.2. Indicator / Proficiency Level:

(A) The student discusses the impact of constitutional interpretation during the era (e.g., Dred Scott vs. Sanford, Plessy vs. Ferguson, Lincoln's suspension of Habeas Corpus).

##### 4.2.3. Indicator / Proficiency Level:

(K) The student retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, Uncle Tom's Cabin).

##### 4.2.4. Indicator / Proficiency Level:

(A) The student explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights).

Figure 3: Range of specificity in states' standards

Sources: Idaho State Department of Education, "Idaho Content Standards Grade 6-12: U.S. History 1" [http://www.sde.idaho.gov/site/content\\_standards/social\\_studies\\_docs/SocStudies6-12USHist.doc](http://www.sde.idaho.gov/site/content_standards/social_studies_docs/SocStudies6-12USHist.doc). (accessed July 10, 2008); Kansas State Department of Education, "Kansas Curricular Standards for History & Government; Economics & Geography Education" <http://www.ksde.org/LinkClick.aspx?fileticket=avScj55Mc18%3d&tabid=1715&mid=5767> (accessed March 13, 2009).

levels. In part, this approach reflects the significant degree of local control over curriculum that characterizes twenty-one states and which affects the states' ability to determine grade-specific standards.

## STANDARD SPECIFICITY

The standards themselves range from outlining coverage to specifically directing the teaching of particular historical actors and events. States like Montana, for example, provide such guidelines as "interpret how selected cultures, historical events, periods, and patterns of change influence each other." Other states, like West Virginia, hone in on particular periods that should be studied, asking that students "analyze and sequence the causes and effects of the major events of the Civil War and reconstruction." Finally, at the particular end of the spectrum, states like Utah and Georgia ask that students be able to do things like "identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant" or "explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta."

## SKILL STANDARDS

While states like Missouri, South Carolina, and Texas have no standards specifically focused on historical thinking, thirty-eight states and the District of Columbia do. Requirements for the development of historical thinking span a wide range, with Kansas standards asking only that "the student engages in historical thinking skills," while others require a variety of particular historical thinking skills. California students are expected to develop a number of historical thinking skills including how to "distinguish valid arguments from fallacious arguments in historical interpretations"

### Chronological and Spatial Thinking

Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

### Historical Research, Evidence, and Point of View

Students distinguish valid arguments from fallacious arguments in historical interpretations.

### Historical Interpretation

Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Figure 4: Examples of historical thinking standards: California

and “identify bias and prejudice in historical interpretations.”<sup>16</sup> Some states, California among them, have written separate skill strands into their standards documents, often at the beginning of the document, or for each grade level or grade cluster. Some states include references to ways of thinking only in standards that focus on particular historical events and phenomena. Arkansas, for instance, does not have a separate section for historical skills but does require that students “analyze life on the Great Plains using primary and secondary sources.” States that take this approach were not included in the total of thirty-nine states that specifically address historical thinking in their standards document.

### DIVERSE USES OF STANDARDS

Standards documents mean different things in different states. They are used alternatively to announce pedagogical philosophies, define the core elements of social studies, guide instruction, organize resources, standardize locally controlled curriculum, and prepare students for tests. Frequently they are put to more than one use. Nearly half of the states currently use their standards to inform state assessments of history or social studies. Of those states, some like Massachusetts test at the end of a grade level in elementary, middle, and high school. Ten states use the documents to align instruction with questions on high school exit exams. State standards documents are also frequently employed to determine skill requirements or guide the planning of instruction. In some states, this echoes the existence of a state curriculum. In other states, particularly local-control states, standards function more as recommendations.

### GRADUATION REQUIREMENTS

Thirty-nine states and the District of Columbia require students to study American history as a part of their graduation requirement.<sup>17</sup> Nine states have added this required course in American history over the past five years.<sup>18</sup> Three states—Alaska, Hawaii, and New Mexico—recently added a requirement that students must study state history at the high school level.<sup>19</sup> For several states, these additions reflect a move from a general social studies requirement to one centered on history or individual disciplines. For others, it exemplifies a shift away from local control of the curriculum to active involvement in curricular decision-making at the state level. Forty-five states and the District of Columbia, including some local control states, require students to earn a minimum number of social studies credits in order to earn a high school diploma. While these requirements vary from a half-credit to four credits, the average is 2.7 years of study in social studies; and thirty states and the District of Columbia require at least three years of coursework in social studies to

earn a high school diploma.<sup>20</sup> Five states (Massachusetts, Nebraska, North Dakota, Pennsylvania, and Rhode Island) currently mandate no minimum course requirements. They either use a state test to determine graduation eligibility or leave matriculation decisions up to local jurisdictions.

16. California State Department of Education, *History–Social Science Framework for California Public Schools* (Sacramento: California State Department of Education, 2005), 177.
17. Education Commission of the States. “High School Graduation Requirements: Social Studies.” Denver, CO: Education Commission of the States, 2007. <http://mb2.ecs.org/reports/Report.aspx?id=901>
18. Thirty states and the District of Columbia required U.S. history for high school graduation. Brown and Patrick, *History Education in the United States*, 6.
19. Of these three, New Mexico requires both U.S. history and state history. Hawaii and Alaska do not currently require U.S. history. Education Commission of the States, “Standard High School Graduation Requirements: Social Studies” (ECS High School Policy Center, 2007) <http://mb2.ecs.org/reports/Report.aspx?id=901> (accessed May 19, 2008).
20. Information generated from Education Counts Research Center, table construction feature. Indicator selected was: Number of history/social studies credits required by state to earn a standard high school diploma by state (Edweek.org, 2008) <http://www.edcounts.org/createtable/viewtable.php> (accessed April 9, 2008).

“Flatiron Building, New York, N.Y.” Detroit: Detroit Publishing Company c1902. From Library of Congress, *Photographs from the Detroit Publishing Company, 1880-1920*. <http://hdl.loc.gov/loc.pnp/det.4a09478> (accessed February 16, 2010).



## CASE STUDIES: LOCAL VS. STATE STANDARDS

### Alaska: Broad Goals, Local Control



Alaska is a local control state in which local districts determine which courses to teach and when. As indicated below, the Alaska history standards provide a brief outline of the kinds of understandings and skills students should develop by studying U.S. history, but they do not specify eras, events, people, or other historical particulars. However, when it comes to Alaskan state history, more extensive performance standards specify historical eras and suggested topics.

**U.S. History Courses:** Determined by local districts

**Standards Documents:**

- Alaska Content Standards: History (Separate standards documents exist for geography and for citizenship and government)
- Alaska Performance Standard/Grade Level Expectation in Alaska History

**Document Length:** Two pages for History, seven pages for the Performance Standard in Alaska History

**Organization:** Standards are not articulated by grade level. The standards define what students should know upon completion of the Alaska history curriculum, but not specifically from the U.S. history curriculum.

**Content:** Standards are divided into four strands that broadly indicate what students should be able to do. (For example, students “should understand that history is a record of human experiences that links the past to the present and the future.”) The four strands are subdivided into expectations of student performance. (For example, students should “know that the interpretation of history may change as new evidence is discovered” and “understand that history is a narrative told in many voices and expresses various perspectives of historical experience.”)

**Skills:** Each of the four strands includes specific skills. The third content strand is “to develop the skills and processes of historical inquiry.” This strand includes using “appropriate technology to access, retrieve, organize, and present historical information” and using “historical data from a variety of primary sources.”

**Assessment:** No state history assessment.

### Arizona: Content Specificity, State Authority



With the exception of those at the high school level, history courses in Arizona are determined by the state. Three credits in social studies, including one in American history, are required for graduation from high school. The state standards document, described below, details historical content and skills that students are expected to learn at each grade level.

**U.S. History Courses:**

- 4th grade, Arizona state history
- 5th grade, U.S. History I
- 7th grade, U.S. History II
- 8th grade, U.S. History
- High school, U.S. History

**Standards Document:** Arizona Academic Standards, Social Studies

**Document Length:** 177 pages, 51 pages devoted to U.S. History

**Organization:** Each standard is organized into content and performance objectives, broken down by grade level.

**Content:** Content objectives are organized into five subject strands: American History, World History, Civics/Government, Geography, and Economics. For American History, the subject strand is divided into chronologically organized “Concepts,” which are further subdivided into “Performance Objectives.” Performance Objectives for the Civil War and Reconstruction, for example, ask high school students to “explain the economic social and political causes of the Civil War” including the “extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act).”

**Skills:** Skill-development is located in the first Concept, which is titled “Research Skills for History.” By 4th grade, students are expected to be able to “describe the difference between primary and secondary sources.” By high school, students are expected to evaluate those sources for “authors’ main points, purpose and perspective, facts vs. opinions, different points of view on the same historical event, [and] credibility and validity.”

**Assessment:** No state history assessment.

## 6

## STATE TESTS

## STATE TESTS IN HISTORY–SOCIAL STUDIES

Given the focus in the Elementary and Secondary Education Act (ESEA) on reading and math, state testing in history and social studies is clearly less prevalent, although it has expanded over the past decade. Brown and Patrick reported that in 2003, sixteen states administered some form of history–social studies assessment.<sup>21</sup> In 2008, twenty-five states administered such tests.<sup>22</sup> Most of these states tested students in history–social studies one to three times over the course of their K-12 education; however, eight states require between four and nine years of history–social studies testing. The earliest tests are administered in 1st grade and the latest in 12th grade.

## TEST FORMATS

Several states have developed their own history and social studies tests aligned specifically to state content standards. Echoing the case of state standards, some tests, such as Virginia's, focus primarily on history, while others assess student knowledge in a wider range of social sciences. The History and Social Science Standards of Learning for Virginia Public Schools is administered at the end of the 3rd, 5th, and 8th grades, and measures students' knowledge of the historical periods defined by the Virginia History Social Science Standards of Learning. The Ohio Social Studies Achievement Tests, taken by 5th and 8th graders, and the Ohio Graduation Test (OGT) for Social Studies, are oriented toward social studies. Approximately one-fourth of the questions focus on history, while the rest

cover such topics as "People in Societies and Geography," "Government, Economics, and Citizen Rights and Responsibilities," and "Social Studies Skills and Methods."

Fourteen state history–social studies tests consist entirely of multiple-choice questions. These often ask students to identify the significance of historical events and dates, interpret data, or work with maps and timelines (see Appendix for sample test questions). Eleven state tests incorporate some form of written assessment—short answer constructed responses, document-based questions, and essays—in addition to multiple-choice questions. For example, the Kentucky Core Content Tests for Social Studies, administered at the 5th, 8th, and 11th grades, include twenty-four multiple choice and six "open response"

21. Brown and Patrick, *History Education in the United States*, 7.

22. Twelve states have added (and three discontinued) history-social studies tests since 2003. Education Commission of the States, "Standard High School Graduation Requirements: Social Studies," <http://mb2.ecs.org/reports/Report.aspx?id=901> (accessed May 19, 2008).



Figure 5: States requiring history/social studies testing in 2007–2008.

questions. The New York Regents Exams, which are taken by 10th and 11th graders, and focus on global and United States history and geography, feature fifty multiple-choice questions, one thematic essay, and several short document-based questions asking the students to analyze primary historical documents and compose a short essay. New York’s 5th and 8th grade social studies exams combine multiple-choice with constructed response and document questions, focused primarily on historical topics.

**STAKES FOR STATE TESTS**

The stakes associated with history–social studies testing vary across states. State history and social studies test results do not figure directly into schools’ Adequate Yearly Progress (AYP), as mandated by the ESEA leg-

islation. States like Oklahoma, Mississippi, Texas, and North Carolina require that students pass high school history or social studies exams in order to graduate, or use test results to help determine the type of diploma that students receive. Other states factor history and social studies sections into high school exit exams. Overall, most of the states use test results to monitor student knowledge of state standards and provide data for remediation and instruction.

“Statue of Liberty, New York Harbor” Detroit: Detroit Photographic, Co., c1905. From Library of Congress, *Photochrom Print Collection*. <http://hdl.loc.gov/loc.pnp/ppmsca.18288> (accessed February 16, 2010).

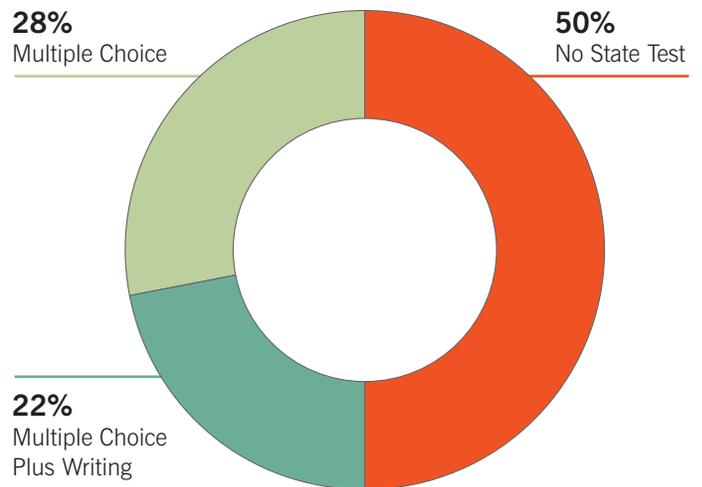


Figure 6: Forms of state assessment

## 7

## INITIAL TEACHER LICENSURE

Teachers may be licensed only by state departments of education. Each state maintains its own policies for the licensing of teachers, and licensing procedures vary across the nation. All states offer multiple licensing routes and ways in which teachers can add subject area endorsements to their teaching credentials. Thus, in any given state there is no single path for licensure. Additionally, many states expect programs to set their own teacher credentialing requirements within a state framework. While almost every state requires prospective teachers to complete a state-approved teacher education program in order to meet the ESEA’s “highly qualified teacher” stipulation, discretion is left to individual programs to determine content. Such discretion means that a teacher candidate at one state institution may face different entry and completion requirements than someone at a neighboring institution in the same state.

This variation, both across and within states, makes it difficult to comprehensively characterize state requirements. Additionally, public data regarding states’ subject-specific licensure requirements is often hard to locate. The data reported below was primarily collected through states’ public websites and, in all but five states and the District of Columbia, verified by a state employee or history educator.<sup>23</sup> Below, we focus on two features for secondary teachers—subject-specific tests and course requirements (with the caveat that individual teachers can meet state requirements through varied

pathways).<sup>24</sup> It is important to note that ESEA’s “highly qualified teacher” stipulation requires that teachers demonstrate subject-matter competency in the core academic subjects that they teach. States can require teachers do this in a variety of ways, including subject-specific tests, an academic major in the subject, course-work equivalent to a major, or a graduate degree.

### SUBJECT-SPECIFIC TESTS

The majority of states require subject-specific tests in order to determine prospective teachers’ content area

23. We also consulted “NASDTEC Knowledgebase,” National Association of State Directors of Teacher Education and Certification, <http://www.nasdtdec.info>, Susanna Loeb and Luke C. Miller, *A Review of State Teacher Policies: What are They, What are Their Effects, and What are Their Implications for School Finance* (Stanford, CA: Institute for Research on Education Policy and Practice, 2006). Also available online at [http://www.stanford.edu/group/irepp/cgi-bin/joomla/index.php?option=com\\_content&task=view&id=71&Itemid=1](http://www.stanford.edu/group/irepp/cgi-bin/joomla/index.php?option=com_content&task=view&id=71&Itemid=1). Independent verification was not available regarding Arkansas, Washington D.C., Hawaii, Kentucky, Mississippi, and North Carolina.

24. Secondary teachers are certified in their subject matter, whereas elementary teachers are multiple-subject generalists. While information about history-specific requirements for elementary teachers is worthy of study, it goes beyond the scope of this report.



Students share ideas with their teacher.

knowledge. Thirty-two states and the District of Columbia require that teachers pass the Praxis II, a subject assessment administered by the Educational Testing Service. Thirteen states administer their own state-developed tests, and two (Alabama and Idaho) require successful scores on both the Praxis II and the state test. Only four states (Iowa, Montana, Rhode Island, and Nebraska) do not use a proficiency test of content knowledge.

### REQUIRED HISTORY COURSES FOR TEACHER CERTIFICATION

In addition to passing tests, college course hours in history are required by at least seventeen states, including South Carolina, Virginia, Louisiana, Maine, Alaska, Iowa, and Arizona. This course requirement ranges from the limited to the more extensive. Arkansas requires a single course in state history, whereas Georgia requires forty hours in history. Rhode Island, Nebraska, and Nevada all require thirty hours of coursework in history and the midrange is represented by New Jersey (15), New Mexico (12), Utah (16) and Missouri (12). Some states distinguish between coursework in American history and world history. For example, Idaho specifies that to earn a History Endorsement, 20 semester credit hours are required and they must include six hours in the U.S. History Survey, six hours in the World History Survey and three hours in American Federal Government. At least five states require a course in state history (Alaska, Arkansas, Arizona, Louisiana, Utah) and three require a course in the U.S. Constitution (Arizona, California, Wyoming.) We expect some of these states have alternate routes that bypass these course requirements or tests that can be taken in lieu of them.<sup>25</sup> Overall, the majority of states do not seem to require specific courses or offer a specific American history endorsement.

### REQUIREMENTS FOR ACADEMIC MAJOR OR MINOR

All states require that in order to become credentialed teachers, applicants must have college degrees. Going

even further, California requires a fifth year of preparation and that candidates enter teacher education programs with undergraduate degrees. To the best of our knowledge, no state requires that candidates possess a major or minor in U.S. history in order to teach it. In a few cases, course requirements could make up an academic minor or major. For example, to qualify for Iowa's American History endorsement, a candidate must complete 24 hours in American history, or 30 hours in social studies including 15 in American history. However, most frequently, course requirements are general and do not mandate upper division courses or an area of concentration. The states that specify a required academic major or minor usually require a major in the social sciences or the "field to be taught."

Individual teacher education programs, however, may demand their students hold or earn a major or minor in history. At least ten reviewers of our data noted that while their states did not require an academic major, teacher education programs expect it. Individual programs' requirements may go beyond state requirements in other categories as well, including required tests and coursework. In more than half the states, professional boards oversee teacher credentialing and licensure. These boards sometimes accredit teacher education programs and may set guidelines for subject-matter preparation, including specific courses of study and required academic majors for teacher candidates. However, these guidelines may be used more for program accreditation purposes and not necessarily for individual teacher certification.<sup>26</sup>

All states have subject-specific requirements for initial teacher licensure, but they vary widely and each state offers a number of methods and paths for meeting these requirements. Questions about subject-specific requirements for credentialing history teachers become even more complicated when states have hierarchical systems where teachers earn an initial credential that must be supplemented or cleared in subsequent years.

25. For examples of this, see Loeb and Miller, *A Review of State Teacher Policies: What are They, What are Their Effects, and What are Their Implications for School Finance*, 20-31.

26. *Ibid.*, 11

## 8

## NATIONAL HISTORY-RELATED PROGRAMS

Since the 1980s, a resurgence of attention and focus on U.S. history has seen a number of national efforts to promote history education. The greatest influence has come from the federal government, through funding agencies like the National Endowment for the Humanities and direct Congressional or Executive appropriation. In addition, national nonprofit organizations have created multiple resources for the teaching and learning of U.S. history.

### FOR TEACHERS

#### Teaching American History Grants

Since its inception in 2001, the Teaching American History program (TAH) has appropriated more than three-quarters of a billion dollars and funded nearly a thousand Local Educational Agencies (LEAs) for the professional development of teachers. TAH grants support projects for up to five years; to gain content expertise, their grantees partner with a library, museum, a nonprofit history or humanities organization, or a college or university.

Those states with the highest level of student enrollment have received the most TAH grants. Since 2001, California leads all others with ninety-five grants; New York is a close second with eighty-five. Geographic size is not always predictive of funding success. While Texas has received fifty-four TAH grants, smaller states like New Jersey and Massachusetts have netted forty-one and forty-seven, respectively. In another example of size not equaling grant totals, since 2001 Utah has received twenty TAH grants, while similarly sized

Mississippi and Iowa were awarded twelve and eight grants in the same period.

Every state has at least one LEA that has received a TAH grant. Twenty-nine states have received ten or more, and fifteen have netted twenty or more.<sup>27</sup>

#### Landmarks of American History and Culture Workshops

Operating as part of the National Endowment for the Humanities' *We the People* program, Landmarks of American History and Culture Workshops provide K–12 educators the opportunity to engage in intensive study of particular topics in American history. These topics are framed by a specific historical landmark or set of landmarks. Twenty one-week academies in numerous locations focus on the current scholarship concerning these places, their historical significance, and ways to teach about them in the classroom. Workshop participants engage in the interpretation of historic sites and use primary historical evidence. In 2008, workshops focused on Mount Vernon, the Underground Railroad, Pearl Harbor, and Women's

27. United States Department of Education, "Teaching American History," (United States Department of Education, 2008), <http://www.ed.gov/programs/teachinghistory/awards.html>





Jackson, William H., photographer. "Lock and drill dept., National Cash Register, Dayton, O[hio]." Detroit: Detroit Publishing Company, c1902. From Library of Congress, *Photographs from the Detroit Publishing Company, 1880-1920*. <http://hdl.loc.gov/loc.pnp/det.4a09802> (accessed February 16, 2010).

### National Center for History in the Schools

The National Center for History in the Schools (NCHS) was founded in 1988 with a grant from the National Endowment for the Humanities, and provides history educators with historical resources and teaching strategies. NCHS has also received or partnered on five TAH grants.

The initial project of NCHS was the production of the voluntary National Standards for History, which outlined U.S. and world history content and thinking standards for grades 5–12. Since 1988, NCHS has created the National Standards for History, K-4, and two companion volumes to its standards documents: *Bring History Alive!: A Sourcebook for Teaching World History* and *Bring History Alive!: A Sourcebook for Teaching U.S. History*, which contain grade-level activities keyed to these standards.<sup>28</sup>

NCHS also produces U.S. and world history teaching units. Created by classroom teachers working with academic scholars, units are organized around primary documents and include lessons and student handouts.

### National Council for History Education

The National Council for History Education (NCHE) is a non-profit organization that promotes the importance of history in both schools and American society. The organization was founded in 1990 as an outgrowth of the Bradley Commission on History in Schools, and as a discipline-based advocacy group focused on bringing

together school personnel and university scholars. The NCHE is supported by the contributions of individuals and organizations.

Currently the Council has 6,515 members, primarily K-12 school personnel and university scholars, across fifty states, the most active being Michigan and California, with 628 and 533 members respectively. NCHE has sixteen active state councils and aims to add fourteen more by March 2009. Their monthly newsletter, *History Matters!*, is published during the academic year and has a circulation of 6,891.

### National Board Certification

Since its inception in 1987, over 60,000 teachers have gained certification from the National Board for Professional Teaching Standards, an independent nonprofit organization that has developed a voluntary system to recognize accomplished teachers. Of those teachers, 2,015 have gained certification in Social Studies–History/Adolescence Young Adulthood with another 1,347 pursuing certification in Social Studies–History/Early Adolescence. While most states and more than a quarter of school districts offer financial rewards or incentives for teachers seeking National Board certification, some states have been more enthusiastic than others. Large states like Florida (292) are among the leaders in the number of teachers who have gained National Board certification in Social Studies–History; however, North Carolina leads all others with 415, and South Carolina is third with 177. In 2007, leaders

28. National Center for History in the Schools, *National Standards for History* (Los Angeles: Center for History in the Schools, 1996); National Center for History in the Schools, *National Standards for History, K-4* (Los Angeles: Center for History in the Schools, 1994); Ross E. Dunn and David Vigilante, eds., *Bring History Alive!: A Sourcebook for Teaching World History* (Los Angeles: Center for History in the Schools, 1996); Kirk Ankeney, Richard Del Rio, Gary B. Nash, and David Vigilante, eds., *Bring History Alive!: A Sourcebook for Teaching U.S. History* (Los Angeles: Center for History in the Schools, 1996).

Year	Number of Test-Takers	Mean Score
2007	331,181	2.75
2006	308,557	2.74
2002	190,839	2.81
1997	149,061	2.84

Source: College Board, "AP Program participation and performance statistics," <http://professionals.collegeboard.com/data-reports-research/ap/data-2007>

**Figure 8: Mean AP test scores since 1997**

in the number of teachers certified were Florida (50), North Carolina (42), Illinois (30), and Washington state (20). Alaska, New Hampshire, and North Dakota each have one National Board certified Social Studies–History teacher for either age range.<sup>29</sup>

## FOR STUDENTS

### National Assessment of Education Progress (NAEP)

Since 1986, the congressionally mandated National Assessment of Education Progress (NAEP) has tested student knowledge of U.S. History in grades 4, 8, and 12. These tests, often referred to as the "nation's report card," contain both multiple-choice and constructed response items, and assess student knowledge of themes and periods of U.S. history in addition to historical thinking skills. Administered in 1988, 1994, 2001, and 2006, NAEP tests divide student scores into three levels of achievement:

basic, proficient, and advanced. The most recent tests in 2006 marked modest improvements across grade levels and demographics.

### Advanced Placement

The Advanced Placement (AP) U.S. history course is a survey of American history from 1492 to the present, culminating in an end-of-course exam. Given in May, the exam is scored on a scale of 1-5, and offers students the chance to receive college credit or advanced standing for high scores depending on the particular policies of post-secondary institutions. The three-hour test is made up of two parts: a multiple choice section of eighty questions, and a writing section composed of a document-based question and two free-response essays.

The AP United States History test is the most popular of the College Board's slate of AP exams. In 2007, 331,181 students took the test, earning a mean score of 2.75.<sup>30</sup> The number of students taking the test has increased each year, while the mean score has fallen. In 2006, 308,557 students took the test, with a mean score of 2.74, compared to 2002's 190,839 students with a mean score of 2.81; and 1997, when 149,061 students received a mean of 2.84.

### National History Day

The mission of National History Day (NHD) is to provide students with opportunities to learn history and to develop the research, thinking, and communication skills integral to pursuing the discipline. Providing resources and training for classroom teachers is also part of their mission. NHD began in 1974 as a contest

29. Table compiled from data on individual states. National Board for Professional Teaching Standards, "State and local information," (National Board for Professional Teaching Standards, 2008) [http://www.nbpts.org/resources/state\\_local\\_information](http://www.nbpts.org/resources/state_local_information).

30. College Board, "AP Program participation and performance statistics," (College Board, 2008) <http://professionals.collegeboard.com/data-reports-research/ap/data-2007>.

A discussion in an elementary classroom.





"Uncle 'Billy' Marshall." May, 1910. From the Library of Congress, *African-American Experience in Ohio, 1850-1920*. <http://dbs.ohiohistory.org/africanam/page.cfm?ID=4606> (accessed February 16, 2010).

sponsored by the history department at Cleveland's Case Western Reserve University, eventually expanding throughout Ohio and the region. By 1980 NHD had grown into a national organization with ongoing programs and a week-long national competition.

Over five million students have participated in National History Day over the past years, conducting research on historical topics and preparing projects to present their work. Students enter these projects in local and state competitions during the spring. Twenty-four hundred students advance to the national competition held annually in June at the University of Maryland at College Park. Forty-eight states participate in NHD programs, the exceptions being Louisiana and West Virginia. However, in 2007, all states were represented in the national contest, as students may participate without the endorsement of a state chapter.

### **Gilder Lehrman History Schools**

Gilder Lehrman history schools are college-preparatory schools that offer a four-year sequence of courses in American history. There are currently forty schools and twenty-seven affiliate schools in thirteen states nationwide. Affiliate schools are connected to a national network of teachers, students, and historians through the Gilder Lehrman Institute of American History, which is supported by foundations and individuals and located in New York City. Teachers and students in Gilder Lehrman history schools actively participate in National History Day, historical essay contests, history clubs, and other programs offered by the Gilder Lehrman Institute.

## Supplement to the Report: State Policies and National Programs as of September 2010

# 1

## INTRODUCTION

This addendum supplements our first *Report on the State of U.S. History Education*. That report focused on state policies and national programs relative to the teaching of United States history in all fifty states and the District of Columbia. In addition to tracking policy changes between August 2008 and September 2010, this supplement presents data about history and social studies end-of-course tests and state policies governing the teaching of world history. Together, this addendum and the report offer a more complete picture of the current state of history education.

Variety is still the watchword for the content and organization of state history/social studies standards and testing requirements. In 2008, we found increased attention was being paid to history education in the prior twenty years. This was not so clear when looking at the last two years, but with the addition of data on world history, a story of increasing attention in the past eight years holds true. The data also shows that world history is U.S. history's poorer cousin, as fewer states include the subject in their standards or mandate it as a graduation requirement or as content on state tests.

As with our first report, the purpose of this supplement is to identify what exists, rather than evaluate or proscribe what should be. In the winter of 2011, the Thomas Fordham Institute released a report adding to the literature that evaluates the quality of states' history standards.<sup>1</sup> Researchers have also

recently surveyed and evaluated state standards (see, for example, Marino and Bolgartz).<sup>2</sup> Additionally, this report focuses on state policies but does not investigate or make claims about how those policies are implemented in school districts and classrooms. For example, scholars and educators have raised concerns about the lack of history education in the elementary grades during the past decade. These significant concerns are not addressed here. Nor do we cover the entire terrain of significant indicators of a state's approach to history education. We do not, for instance, look at the alignment of assessments, standards, and professional development within a particular state, or the kinds of support a state offers teachers to implement history standards.

1. Sheldon M. Stern and Jeremy A. Stern, *The State of State U.S. History Standards 2011* (Washington D.C.: Thomas B. Fordham Foundation, 2011).

2. Michael Marino and Jane Bolgartz, "Weaving a Fabric of World History? An Analysis of U.S. State High School World History Standards," *Theory and Research in Social Education* 38, no. 3 (2010): 366-394.

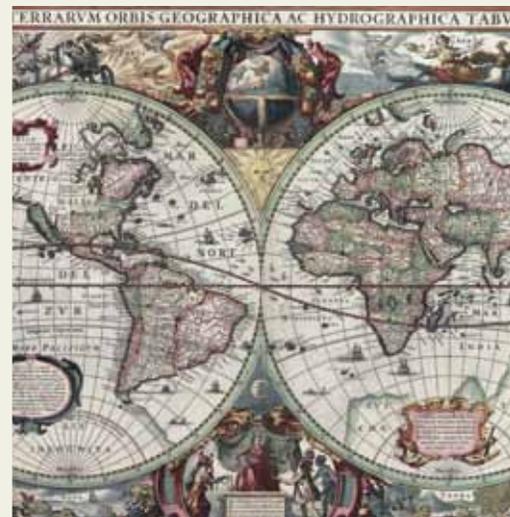
## 2

## UPDATE: BACKGROUND

The policy landscape for education has changed since our initial report. President Obama’s Race to the Top initiative has had a significant impact on states’ educational agendas and policies. Launched in February as part of the American Recovery and Reinvestment Act of 2009, this competitive grant program, funded with \$4.35 billion, encouraged states to implement “ambitious plans” in “adopting standards and assessments that prepare students to succeed in college and the workplace.”<sup>3</sup> Criteria for winning awards included whether a state had developed and adopted a “common set of high-quality standards,” as well as whether it had a plan for supporting the implementation of those standards and using “high-quality assessments” tied to them.<sup>4</sup> The Race to the Top Assessment Program was launched in April 2010 and set aside \$350 million to support the development of those assessments.

The newly created Common Core State Standards have also had a significant impact on the policy landscape.<sup>5</sup> In June 2010, these standards—developed through an initiative led by a consortium of forty-eight states, the District of Columbia, and two territories, and overseen by the National Governors Association Center for Best Practices (NGA) and Council of Chief State School Officers (CCSSO)—established both K-12 and “college and career readiness” standards. These standards focus on English/language arts and mathematics, but they also include standards in literacy in history/social studies. As of October 2011,

Hendrik Hondius, *Nova totius Terrarum Orbis geographica ac hydrographica tabula*, 1630. From the State Library of New South Wales. [http://commons.wikimedia.org/wiki/File:Nova\\_totius\\_Terrarum\\_Orbis\\_geographica\\_ac\\_hydrographica\\_tabula\\_%28Hendrik\\_Hondius%29\\_balanced.jpg](http://commons.wikimedia.org/wiki/File:Nova_totius_Terrarum_Orbis_geographica_ac_hydrographica_tabula_%28Hendrik_Hondius%29_balanced.jpg) (accessed November 28, 2011).



3. U.S. Department of Education, *Race to the Top Program Executive Summary* (Washington, DC, 2009), 2.
4. *Ibid.*, 7, 8.
5. Common Core State Standards Initiative, “Home,” <http://www.corestandards.org/>.

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"Yokohama gaikokujin gyoretsu no zu (Picture of foreign parade in Yokohama)." Japan: Izumi Ichi, 1861. Library of Congress: *Fine Prints: Japanese*, pre 1915. <http://www.loc.gov/pictures/resource/cph.3b53129/?co=jpd> (accessed March 14, 2011).

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they had been adopted by forty-four states and the District of Columbia.<sup>6</sup>

Another notable development in the history/social studies education landscape has been the assembly of two consortia. The Social Studies Assessment, Curriculum, and Instruction program [SSACI]—sponsored by the CCSSO—has brought together representatives from eighteen states and fifteen professional organizations to support teachers and state personnel working in the social studies.<sup>7</sup> This collaborative is discussing improving social studies standards and provides a forum for thinking about ways to achieve this.<sup>8</sup> Another collaborative, the Consortium for a Well-Rounded Education, was created to address education policy—particularly the Elementary and Secondary Education Act—that has been characterized as prioritizing reading and math education to the detriment of other important subjects including history. Representatives from multiple disciplines created recommendations for policies that would support these core subjects and promote a well-rounded education. Major history-related professional organizations that participated in this consortium include the American Historical Association, the Organization of American Historians, and the National Council for the Social Studies.

A few states have considered or passed legislation regarding national initiatives in history education. In July 2010, California passed a law that called on the CCSSO and NGA to develop Common Core State Standards in

history-social science and other subjects.<sup>9</sup> Alternatively, in February 2011, a South Dakota bill was introduced that would have prohibited the State Board of Education from adopting any standards for the subject of history developed by the Common Core State Standards Initiative.<sup>10</sup> (This bill was defeated in the state Senate Education Committee.)

History standards have been a flashpoint for controversy in some states. As part of the Texas State Board of Education's periodic updating of curriculum standards, social studies standards were revised and adopted in 2009 and 2010. This process and the subsequent revisions garnered national attention as historic figures were deleted and replaced in Texas's list of Essential Knowledge and Skills, standards were rewritten, and curricular emphases were changed.<sup>11</sup> While history standards have been a lightning rod for cultural and political fights before, this is not always the case.<sup>12</sup> For example, over the past two years, twelve states and the District of Columbia have revised their standards and the majority of these processes have not garnered attention outside of the home state.

State finances have also had an impact on history standards and assessments. At least three states (New York, Maryland, Massachusetts) delayed, eliminated, or changed the stakes for some history/social studies tests due to financial restraints. California was in the midst of its periodic review of history/social science standards before being halted by budget cuts.

6. Common Core State Standards Initiative, "In the States," <http://www.corestandards.org/in-the-states>.  
7. Council of Chief State School Officers, "Social Studies Assessment, Curriculum, and Instruction," [http://www.ccsso.org/Resources/Programs/Social\\_Studies\\_Assessment\\_Curriculum\\_and\\_Instruction\\_\(SSACI\).html](http://www.ccsso.org/Resources/Programs/Social_Studies_Assessment_Curriculum_and_Instruction_(SSACI).html).  
8. Catherine Gewertz, "Specialists Weigh Common Social Studies Standards," *Education Week*, May 18, 2011, <http://www.edweek.org/mutex.gmu.edu/ew/articles/2011/05/18/32socialstudies.h30.html> (accessed June 11, 2011).  
9. California State Legislature, "Assembly Joint Resolution No. 39-Relative to the Common State Education Standards" *Resolution Chapter 63* (2010), [http://www.leginfo.ca.gov/pub/09-10/bill/asm/ab\\_0001-0050/ajr\\_39\\_bill\\_20100707\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/09-10/bill/asm/ab_0001-0050/ajr_39_bill_20100707_chaptered.pdf) (accessed May 17, 2008).  
10. South Dakota Legislature, HB 1153, 86th sess., 2011, <http://legis.state.sd.us/sessions/2011/Bill.aspx?File=HB1153HED.htm>.  
11. See, for example, Huma Khan, "Politics of Education: New Texas Social Studies Curriculum Standards Fraught with Ideology, Critics Say," *ABC News*, May 21, 2010, <http://abcnews.go.com/Politics/Media/education-texas-social-sciences-curriculum-standards-stirs-nationwide/story?id=10700720>, (accessed June 15, 2011).  
12. For examples of contention over history standards, see Sara Evans and Lisa Norling, "What Happened in Minnesota?" *OAH Newsletter*, November 2004 1, 12; Gary Nash, Charlotte Crabtree and Ross Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York: A.A. Knopf, 1997).

## 3

## METHODOLOGY

To produce this supplement, a methodology was used similar to the one from our first report. That is, we searched education department websites and reviewed recent reports for updated data.<sup>13</sup> After compiling these data, we asked reviewers in each of the fifty states and the District of Columbia to examine their state's data set. Also similar to our first report, we were unable to get verified data from seven states.<sup>14</sup> Overall, however, the data presented here was verified at least once for forty-nine states. Only Hawaii and the District of Columbia's data sets were not verified for inclusion in either report.

For this supplement, we were interested in identifying those states that had revised their standards or changed their assessment requirements. We were also interested in gathering data regarding states' requirements for world history; namely, whether students were required to take tests that included world history content or a world history course in order to graduate and whether states' standards documents included world history content. Gathering these data allowed us to compare U.S. history and world history requirements among different states. Additional data were gathered about the use of end-of-course assessments in history/social studies.

Like our first report, this supplement includes policies as they stand at the time of this writing. States continue to revisit and revise standards. Oregon and South Carolina, for instance, are in the process of revising standards, and both Ohio and North Carolina have

drafted revised standards. The federal budget is also in flux which affects national programs, something we discuss at the end of this supplement.

Fourth graders investigate maps.



- 
13. "Quality Counts" (2010), special issue, *Education Week* 29, no. 17; "Teacher Certification Map," <http://certificationmap.com>.
14. State-level verification did not take place in Connecticut, the District of Columbia, Hawaii, Maine, North Dakota, Pennsylvania, or Utah. See Acknowledgments on page 66 for a list of all state reviewers.

## 4

**STATE STANDARDS**

States generally have an established cycle for reviewing and revising content standards for core academic subjects; in fact, since August 2008, nearly a third of the states have revisited history/social studies standards. Even so, this did not substantially change the picture revealed in our 2008 data. While state changes did affect the aggregate numbers, such as the total number of states that had history/social studies standards or explicitly included skill standards focused on historical thinking, these reflected only a change here or there, rather than a wholesale revision. However, investigating states' world history standards and graduation requirements changes the picture more substantially and shows that, overall, U.S. history holds a privileged place in states' history frameworks and educational systems.

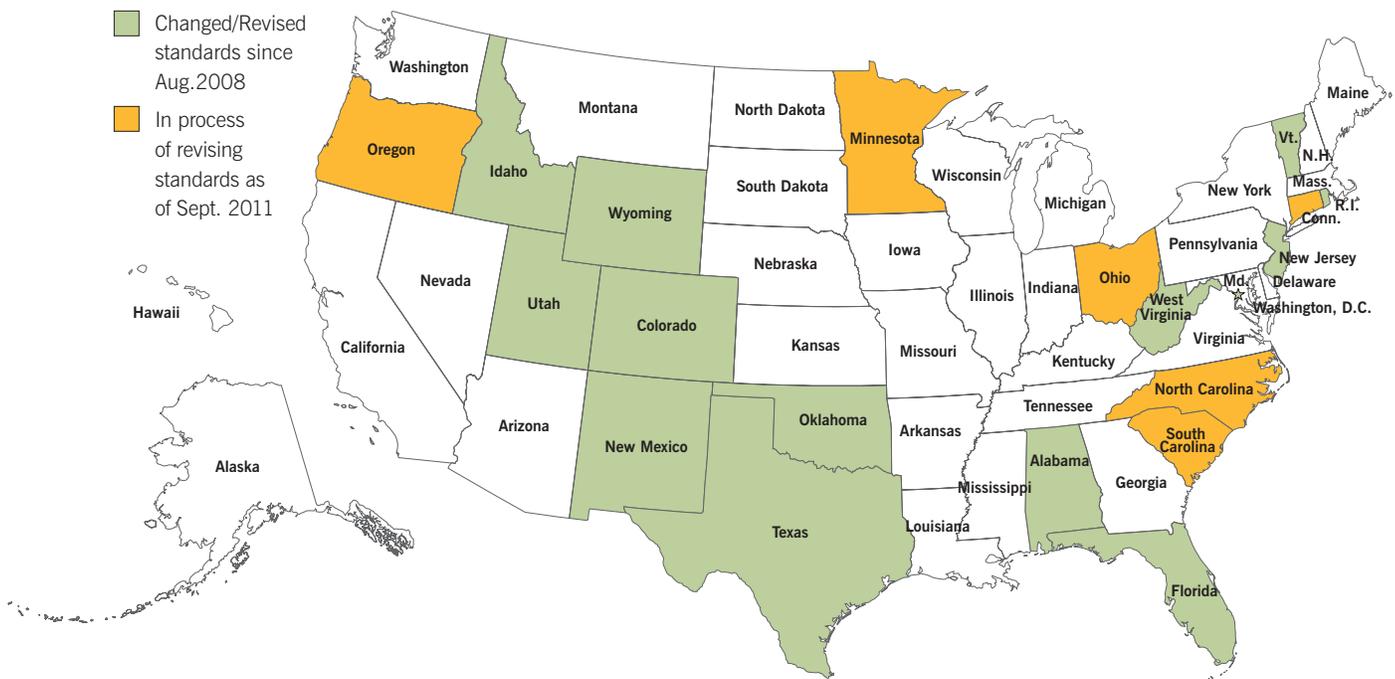
**STATES WITH REVISED STANDARDS**

Between September 2008 and August 2010, twelve states and the District of Columbia reviewed and revised their history/social studies standards and adopted new standards for implementation. Utah did partial revisions focused on standards for K-2, an idiosyncratic approach where certain grade levels are revisited in different years. Another six states were engaged in the process of adopting and implementing new history standards. Connecticut, North Carolina, and Ohio drafted new standards but had not implemented them by September 2010. (Ohio adopted updated standards in June 2010, but was waiting for the development of aligned assessments before implementing them.) South Carolina, Oregon, and Minnesota were also engaged in standards revision.

**CHANGES IN REPORTED DATA**

The number of states that have established academic standards in history, the social sciences, or social studies increased from forty-eight states and the District of Columbia to forty-nine states and D.C. In December 2008, Rhode Island adopted Grade-Span Expectations for Civics & Government and Historical Perspectives/Rhode Island History, leaving only Iowa without any history/social studies standards. Like Iowa, Rhode Island previously granted local control over the curriculum; its new standards are intended to provide a broad framework for teachers to address important ideas in history, civics, and government without narrowing the local curriculum.<sup>15</sup>

15. Rhode Island Department of Elementary and Secondary Education, "Civic Education FAQ," <http://www.ride.ri.gov/instruction/civics-faq.aspx#q1>.



**Figure 9: States that have revised standards since August 2008**

Other changes to the reported aggregate numbers from 2008 include a decrease in the number of states that included “History” in the title and a slight increase in the number of states that specifically address historical thinking in their standards. Both Colorado and Washington changed the name of their standards; rather than specifying four disciplines, the titles now refer only to “Social Studies.”<sup>16</sup> This means that with Rhode Island’s new standards, nine states mention history in the title of their standards documents as of September 2010.

Two additional states now specifically address historical thinking in their standards, bringing the total to forty states and the District of Columbia. Rhode Island’s newly adopted standards specifically reference these skills, and South Carolina explicitly addresses historical thinking in its identification of “literacy elements” in its social studies standards.<sup>17</sup>

Contacts in New Jersey and Utah verified that these states’ newly adopted standards documents were longer than those used in 2008. New Jersey added 11

pages for a new total of 59, while Utah’s increased by 27 pages for a total of 76. The District of Columbia’s document also grew from 81 pages to 157.<sup>18</sup> Alternatively, New Mexico’s history/social studies standards document is now shorter by 31 pages. Given the states’ varied approaches to layout and publication, comparing the number of pages across states continues to be difficult.

While changes across states’ history/social studies standards systems between August 2008 and August 2010 are minimal in terms of our research questions, changes in state standards become more visible and significant when looking within a state rather than across states. For example, online documents using color-coded notations track the substantive changes in Texas’s social studies standards adopted in May 2010.<sup>19</sup> One of these, “History Figures in Social Studies TEKS proposal—March 2010” requires 26 pages to show revisions that include who is mentioned in the standards and where, and which government body was responsible for each change.<sup>20</sup> While the process and substance of Texas’s revised

16. Colorado Department of Education, *Colorado Academic Standards: Social Studies* (Denver, CO, 2009); Washington State Office of Superintendent of Public Instruction, *Washington State K-12 Social Studies Learning Standards* (Olympia, WA, 2008).

17. South Carolina did not adopt new standards by September 2010 so this reported “change” may be the result of contacts viewing these literacy elements differently.

18. Data for the District of Columbia were not verified for 2008 or 2010.

19. Texas Education Agency, “Social Studies TEKS,” <http://www.tea.state.tx.us/index2.aspx?id=3643>.

20. Texas Education Agency, “Historical Figures in Social Studies TEKS Proposal - March 2010,” <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147493467&libID=2147493464>.



Students doing field study with their teacher.

standards were highly controversial, garnering attention from the national press and public, other states made changes that were less widely touted but still significant. For example, Colorado added grade-level expectations to social studies for K–8 in their newly adopted document, moving away from grade-band expectations that did not spell out expectations for the lower grades. The state also deliberately reduced the number of standards and started the design process “with the end in mind.” Graduate competencies were identified first and the committee worked backwards from there, leading to a unique document that begins with grade-level expectations for high school and ends with grade-level expectations for kindergarten and preschool.<sup>21</sup>

### WORLD HISTORY STANDARDS

While forty-eight states and the District of Columbia have established academic standards in history, the social sciences, or social studies, fewer states have established standards in world history. Forty-four states and the District of Columbia address this content area explicitly in their standards, four states do not (Alaska, Rhode Island, Vermont, and Wyoming). This stands in contrast to U.S. history standards where every state that has established history/social studies standards includes that content area.

All of the states that do not include world history standards are local control states and their omission

does not mean that students do not take world history courses. However, two of these states (Vermont and Wyoming) do not require students to take a world history course to graduate from high school, while a U.S. history course is required. Alaska and Rhode Island require neither course for graduation, leaving the setting of those requirements up to local governing boards.

### WORLD HISTORY STANDARDS: ORGANIZING PRINCIPLES

Even if forty-four states include world history standards, the content and approach of the standards varies greatly across states. Scholars have written about different conceptions and approaches to this subject matter. In 2000, historian Ross Dunn wrote about “three competing models” of world history in the K-12 curriculum: the Western Heritage Model, the Different Cultures Model, and the Patterns of Change Model.<sup>22</sup> Six years later, after reviewing state documents and Advanced Placement World History materials, scholars Robert Bain and Tamara Shreiner identified four models: Western Civilization Plus, Social Studies World History, Geographic/Regional World History, and Global World History.<sup>23</sup> These curricular models differ in terms of content focus and curricular structure. Similarly, our survey suggests that completing a course in world history in one state can mean encountering different content and conceptualizations of the subject when compared to completing a similarly named course in a neighboring state.

21. Colorado Department of Education, *Colorado Academic Standards: Social Studies* (Denver, CO, 2009), 1.

22. Ross E. Dunn, “Constructing World History in the Classroom,” in Peter Stearns, Peter Seixas and Sam Wineburg, eds., *Knowing, Teaching and Learning History: National and International Perspectives* (New York: New York University Press, 2000), 123.

23. Robert B. Bain and Tamara L. Shreiner, “The Dilemmas of a National Assessment in World History: World Historians and the 12th Grade NAEP,” *World History Connected* 3, no. 3 (2006), <http://worldhistoryconnected.press.illinois.edu/3.3/bain.html>.

We investigated the organization of world history standards in individual states and found the bulk of them organized around chronological eras (at least seventeen states) or regional studies (at least six states). Other models exist; New York builds its world history standards around “key ideas,” New Hampshire and Arkansas use “themes,” and Colorado and Arizona use “concepts.” However, some of this variation is semantic: Arizona’s nine “concepts” include “Early Civilizations,” “Renaissance and Reformation,” “Age of Revolution,” and other familiar historical eras, while Colorado’s “Concepts and Skills” include “historical eras...within regions of the Eastern Hemisphere and their relationships with one another,” and Arkansas offers ‘learning themes’ in high school (“Conflict and Compromise”) but ‘learning concepts’ (“Conflict and Consensus”) in the lower grades.

### FIRST COURSE IN WORLD HISTORY

In half of the states, students begin their formal world history studies in sixth grade. In three states and the District of Columbia, students begin their study in seventh grade, and in two states, world history standards do not appear until eighth grade. Teachers in eleven states can find world history standards for young elementary students and teachers in three states find world history standards beginning in grades 3-5.

### STANDARD SPECIFICITY

To capture some of the states’ variation in their approach to the subject of world history we gathered examples of a world history standard. We searched for a standard related to the elimination of forced labor, a topic that can include the abolition of slavery in the United States, the British colonies, Haiti, and South

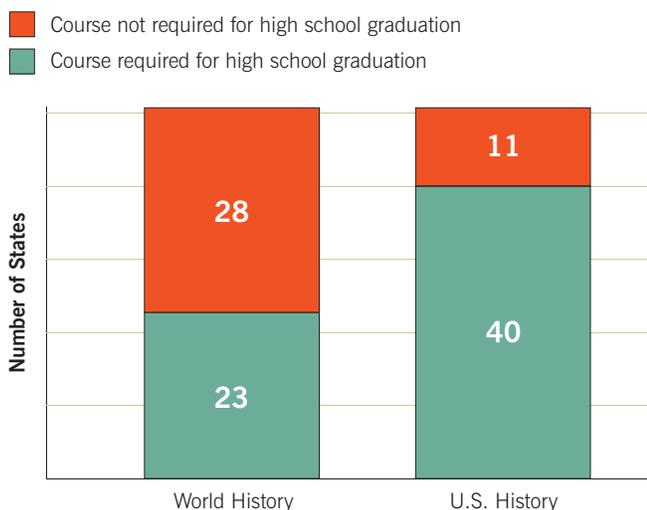
America, and the elimination of serfdom in Russia.<sup>24</sup> In the cases where no such standard existed, we looked for references to forced labor, and in lieu of that, we selected a general world history standard for our sample.

Again, we found variation. Arkansas’ and New Hampshire’s standards both include forced labor as a topic of study, but focus on its development and impact without specifying regions or eras. Michigan’s standards include a comparative approach, and ask students to “analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era.” Illinois maintains that students should “define ‘slavery’ and ‘serfdom’ and identify examples of these practices from history and efforts to eradicate them throughout the world.” Some states focused on the development, conditions, or abolition of forced labor (or some combination thereof), some included a comparative requirement in the standards; others did not directly address the topic at all (e.g., Hawaii).

Whatever their approach to forced labor, when it came to world history, states replicated the broad range found in U.S. history standards, but with more variety in terms of topics and content. For example, studying the causes of the Civil War was included in every state’s standards; while eliminating forced labor worldwide—a mainstay topic in scholarly discussions of the past—was not.

### GRADUATION REQUIREMENTS

Graduation requirements regarding world history indicate that it does not receive attention equivalent to that given U.S. history in states’ curricula. Twenty-two states and the District of Columbia required graduates in 2010 to have taken a world history course—a figure that stands in contrast to the thirty-nine states and the District of Columbia that require those same graduates to have taken a U.S. history course. It is, however, an increase over the twelve states and D.C. that Sarah Drake Brown and John Patrick reported in 2003.<sup>25</sup> Again, this does not mean that students in the other twenty-eight states do not take world history; some of these states are strictly local control when it comes to graduation requirements, and others prescribe a number of credits in history/social studies rather than particular courses.



**Figure 10: States requiring U.S. or world history courses for high school graduation**

24. Thanks to Professor Robert Bain for his suggestions on appropriate standards to seek. Any errors in identifying or explaining their selection are the authors’ own.

25. Sarah Drake Brown and John Patrick, *History Education in the United States: A Survey of Teacher Certification and State-Based Standards and Assessments for Teachers and Students* (Washington, D.C.: United States Department of Education, 2003), 42.

## 5

## STATE TESTS IN HISTORY-SOCIAL STUDIES

There has been little change in the total number of states that mandate student testing in history and social studies. In 2008, twenty-five states administered some form of history-social studies assessment. By 2010, two states had added testing (Maryland, Missouri) and one state had discontinued testing (Montana), bringing the total to twenty-six. Two states (Colorado, Florida) have plans to implement testing in history and social studies by 2014 and Maryland discontinued its test after May 2011 because of budgetary constraints.

State finances have affected states' assessment systems in other ways. Massachusetts removed the requirement that students needed to pass the state test in history and social science to prove graduation competency and New York eliminated its mandatory eighth grade history/social studies test because of funding restrictions. Given the increase in the number of states testing between 2003 and 2010 (for a total of ten states) and plans for two more states to implement this testing, the overall trend continues to be an increase in state testing in this subject area.

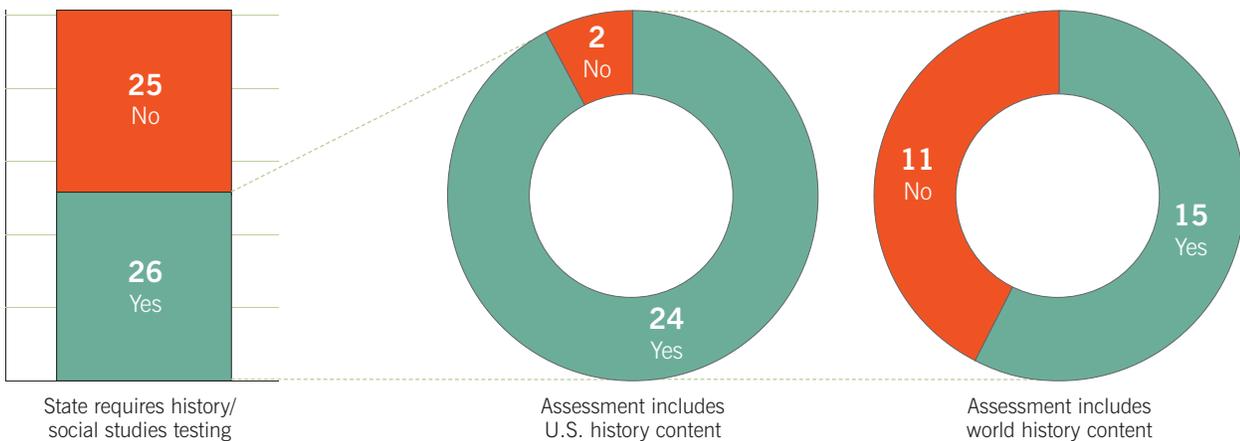
#### WORLD HISTORY TESTS

Testing in world history is less common than testing in history/social studies more generally and than testing in U.S. history. Of the twenty-six states that require history-social studies testing, twenty-four include American history content on those tests. (Maryland and Washington require testing in Government and Civics respectively.) Only fifteen of the twenty-six states that conduct history-social studies testing mandate world history be assessed, and usually that assessment appears as sections of a more comprehensive

state social studies assessment. For example, Ohio's Graduation Test for Social Studies contains world history questions as does Texas's tenth grade social studies TAKS exam and Indiana's seventh grade social studies test. Only California, New York, and Virginia have developed tests focused specifically on world history. At least two states' reviewers (Oregon, Washington) made explicit that their state included optional testing of world history. (In the case of Oregon, all history/social studies testing is optional.) For Washington, local districts choose whether to include world history content on the state mandated assessments.

#### END-OF-COURSE EXAMS

Over the past decade, a growing number of states have implemented end-of-course (EOC) exams for history courses. Unlike standardized exams that test material from multiple courses across several years, EOC exams are designed to measure achievement in a specific course (e.g. U.S. history, world history). Advocates claim that EOC tests offer advantages over traditional minimum-competency and comprehensive exit exams, believing that they provide clearer and more consistent signals



**Figure 11: Content assessed in states' 2010 history/social studies tests**

about the learning expected for a particular course.

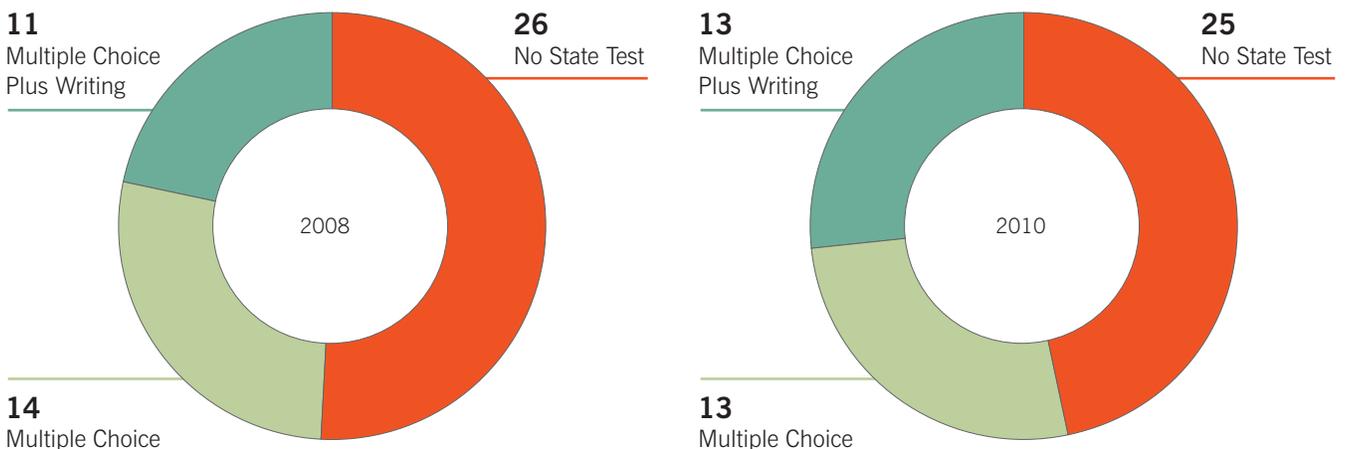
Ten states currently test U.S. history with end-of-course exams and three states use them to test world history. At least five more states are either in the process of implementing EOC exams for U.S. history or plan to develop them soon. Most of the states using or developing such tests already require history-social studies testing: the exceptions are Pennsylvania and Florida.

EOC exams are used in different ways from state to state. The ten states that test U.S. history and the three that test world history require that all students take the EOC exam, while in Iowa, districts may opt to use the end-of-course U.S. history exam as a diagnostic tool. Some states, like North Carolina and Oklahoma, factor results from the EOC exams into measuring district accountability. Still others use them as high-stakes exams for students; for example, in Mississippi the end-of-course exam on U.S. history is deemed an exit test, meaning that high school students must pass the exam in order to receive a diploma. And in three southern states, scores from the

EOC U.S. history test can affect a student's overall grade for the course (15% in Georgia, 20% in South Carolina, and 25% in North Carolina).

**TEST FORMATS**

Thirteen states that mandate history/social studies testing use tests that consist entirely of multiple-choice questions, down from fourteen in 2008. This change is a result of a combination of factors. Montana discontinued mandatory testing and Oregon was included in our 2008 total, even though Oregon's tests are not required. Mississippi eliminated the constructed-response portion of its mandated tests and in 2010 administered an entirely multiple-choice assessment. Another thirteen states use some combination of multiple-choice and constructed response, up from eleven in 2008. Missouri and Maryland added tests that include constructed responses in the interim, explaining that increase. Overall, twenty-three states and the District of Columbia did not require history/social studies testing in 2010. Twenty-six states required testing and half of those states' tests included some kind of constructed response.



**Figure 12: Changes in how states assess history/social studies**

## 6

## INITIAL TEACHER LICENSURE

States' teacher licensure requirements are hard to identify given the multiple pathways to a teaching certificate in any particular state and the fact that many states allow teacher education programs to set their own requirements within a state framework. While there were a few changes in the states' requirements since 2008 (for example, Minnesota changed its subject-matter test), world history requirements constitute the primary addition to our previous findings.

At least five states require college-level courses in world history for certification in history/social studies. Alaska and New Jersey require a minimum of one course in world history; New Mexico requires coursework in western civilization; and Idaho requires that candidates for licensure take six credit hours in a world history survey course. In all, we found little evidence that states required future teachers to study world history or a related subject in order to become certified as a history/social studies teacher. This supports our initial findings that while at least seventeen states require college course hours in history, overall, the majority of states do not seem to require specific courses.

Some states certify history/social studies teachers in areas of endorsement or specialization, such as American or world history, or geography. For example, Iowa offers nine areas of endorsement in secondary history/social science, including one in the broad area of the social sciences. Each endorsement requires either twenty-four credit hours in the area of endorsement or thirty hours in the "broad area of social sciences" including fifteen hours in the more specific area of endorsement. This means that in Iowa, a teacher spe-

cifically certified to teach world history has completed fifteen hours of world history courses. While Iowa is not the only state to offer specific teaching endorsements in history-social studies, its requirements are more specific and targeted than most.

"Baalbek. Temple of Bacchus, from N.W." Matson Photo Service, 1936. From Library of Congress: *Matson (G. Eric and Edith) Photograph Collection*. <http://www.loc.gov/pictures/resource/matpc.00260/?co=matpc> (accessed March 9, 2011).



## 7

## NATIONAL HISTORY-RELATED PROGRAMS

### FOR TEACHERS

#### Update: Teaching American History Grants

In 2009 and 2010, the Teaching American History [TAH] grant program appropriated \$231.3 million in the form of 246 grants, bringing total funding since its 2001 inception to over a billion dollars.

Bigger states continued to receive more TAH grants than smaller ones—California received at least 10% of

all grants annually. Size, however, was not necessarily predictive of funding success, with states like New Jersey and Massachusetts netting eleven and thirteen grants, respectively, in 2009–2010 (by contrast, Texas received six in the same period).

As of this writing, the future of the TAH program remained in limbo. H.R. 1891, the Setting New Priorities in Education Spending Act, would eliminate the program. President Obama's 2012 budget proposed eliminating TAH as a separately funded program, calling instead to support history education through a new program called Effective Teaching and Learning for a Well-Rounded Education.

Teachers collaborating.



### WORLD HISTORY

In the early 1990s, when the National Center for History in the Schools at the University of California at Los Angeles developed history standards that included both world history and U.S. history, they signaled that both subjects deserved equal attention. According to the NAEP comparative transcript study, world history course taking among high school students increased from 36% of students in 1982 to 69% in 2000.<sup>26</sup> Yet, K-12 world history is still in a transitional period—experiencing tremendous growth, without being fully integrated into various systems and structures that support the learning of history and social studies. The offerings detailed below bear this out.

26. Stephen Roey, et al., *The 1998 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1998, 1994, 1990, 1987, and 1982 High School Graduates* (Washington, D.C.: U.S. Department of Education, 2001). *States: A Survey of Teacher Certification and State-Based Standards and Assessments for Teachers and Students* (Washington, D.C.: United States Department of Education, 2003), 42.

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“On deck of U.S. gunboat Hunchback.” 1861-1865. From Library of Congress: *Civil War Photographs*. <http://www.loc.gov/pictures/resource/cph.3b40217?co=cwp> (accessed March 2011).

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## FOR TEACHERS

### National Board Certification

The National Board for Professional Teaching Standards does not offer a certification specifically designed for teachers of world history. However, both the Early Adolescence certificate and the Adolescence and Young Adulthood certificate in Social Studies-History require that teachers know “the full range of the school social studies-history curriculum: United States History, World History, Economics, Political Science, and Geography.”<sup>27</sup>

## FOR STUDENTS

### National Assessment of Education Progress (NAEP)

The first-ever NAEP assessment of world history was originally scheduled to be given in 2012 to twelfth-grade students. The assessment, however, has been postponed with the intention of including it in the cycle beginning 2018. The framework, specifications, and background variables for a world history exam are currently being developed.

## Advanced Placement

First given in the spring of 2002, Advanced Placement World History quickly became one of the most popular of the College Board’s Advanced Placement offerings. Participation has increased each year, from 20,995 in 2002, to 45,352 in 2006, to 167,789 students in 2010. From its first offering, AP World History was in the top half of most popular AP exams, ahead of stalwarts like French and Physics. Despite the fact that the vast majority of AP test takers are juniors and seniors, most participants in AP World History are underclassmen. In 2010, only 13% of AP World History test takers were in eleventh or twelfth grade. The mean score on the test was 2.57.<sup>28</sup>

## National History Day

While the implicit focus of National History Day (NHD) is on American history, with the vast majority of projects focused on domestic topics, NHD explicitly includes world history. According to its organizers, themes are chosen each year “to be broad enough to encourage investigation of topics ranging from local history to world history, and from ancient time to the recent past.”<sup>29</sup>

Year	Number of Test-Takers	Mean Score
2007	101,975	2.72
2008	124,638	2.56
2009	143,426	2.64
2010	167,789	2.57

Source: The College Board, AP Examination Volume Changes (2000-2010)

- National Board for Professional Teaching Standards, *Early Adolescence Social Studies-History: Assessment at a Glance* (NBPTS, 2011), [http://nbpts.org/userfiles/file/EA\\_SSH\\_AssessAtaGlance\\_041511.pdf](http://nbpts.org/userfiles/file/EA_SSH_AssessAtaGlance_041511.pdf)
- Advanced Placement Program, *2003 AP Program National Summary Report* (New York and Princeton: College Board and Educational Testing Service, 2003); Advanced Placement Program, *2007 AP Program National Summary Report* (New York and Princeton: College Board and Educational Testing Service, 2007); Advanced Placement Program, *2011 AP Program National Summary Report* (New York and Princeton: College Board and Educational Testing Service, 2011).
- “Getting Started,” National History Day, <http://www.nhd.org/GettingStarted.htm>

## APPENDIX: SAMPLE TEST QUESTIONS

### Ohio



In your Answer Document, give one reason English colonists came to Virginia and settled in Jamestown.

Describe one way their experience was different from what they had expected. (2 points)

Released Test Materials for Ohio's Grade 3-8 Achievement Tests; Ohio Achievement Tests: Social Studies Test Booklet, May 2007, p. 11; Ohio Department of Education accessed on June 3, 2008

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1070&ContentID=7479&Content=46112>

### Kentucky



The Bolshevik Revolution of 1917 introduced which form of government to Russia?

- communism
- democracy
- fascism
- monarchy

Grade 11 Sample Released Questions, p. 79, January 2004, Kentucky Department of Education accessed on June 3, 2008. <http://education.ky.gov/NR/rdonlyres/2BC35098-7623-4F88-A203-B70E AAC9D082/0/2004ReleaseGrade11FINAL.pdf>

Human migration can be the result of factors that “push” populations from one place or “pull” them to another. In the U.S., between 1910 and 1945, many African Americans migrated from rural southern areas to large northern cities. This migration from the South to the North redistributed America’s black population and had lasting social and political effects on the nation.

- Describe two conditions in the rural southern areas during this time period that caused African Americans to consider migrating to the North.
- Describe two conditions in northern cities during this time period that attracted African Americans to the North.

Grade 11 Sample Released Questions, p. 88, January 2004, Kentucky Department of Education accessed on June 3, 2008. <http://education.ky.gov/NR/rdonlyres/2BC35098-7623-4F88-A203-B70E AAC9D082/0/2004ReleaseGrade11FINAL.pdf>

### New York



What was a major reason most western states granted women suffrage prior to the adoption of the 19th amendment?

- Western states had more college-educated women than the eastern states.
- Women outnumbered men in states west of the Mississippi River.
- A majority of western states had legislatures controlled by women.
- The important roles played by frontier women promoted equality.

As a result of the Spanish-American War, the United States saw the need to build the Panama Canal because:

- new colonies had been acquired in Africa
- Spanish opposition to the canal had ended
- the United States navy could then move more quickly between oceans
- United States railroads could not transport enough manufactured goods

This cartoonist is expressing

- support for new tariffs
- encouragement for increased immigration
- concern for environmental pollution
- dissatisfaction with the power of big business

Regents High School Examination in U.S. History and Government, New York State Department of Education accessed on July 15, 2006, 6-7. <http://www.nysedregents.org/testing/socstre/ushg-807.pdf>

### Virginia



Which was a common characteristic of Nazi Germany, fascist Italy, and the communist Soviet Union?

- They had similar economic systems.
- They had the same religious beliefs.
- They were ruled by dictatorships.
- They had fought on the same side in World War I.

Virginia Standards of Learning Assessments, Spring 2003, Selected Items for Grade 8 History © 2003 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission accessed on June 3, 2008. [http://www.doe.virginia.gov/VDOE/Assessment/Release2003/History/VA-RIBs\\_g8his-1.pdf](http://www.doe.virginia.gov/VDOE/Assessment/Release2003/History/VA-RIBs_g8his-1.pdf)



# APPENDIX: DATA BY STATE 2010, PART 1<sup>1</sup>

State Name	What is the title of the state standards document?	What is the date of latest revision of state standards?	How many units in social studies are required for high school graduation?	Is a course in US history required for graduation for class of 2009?	Is a course in U.S. history required for high school graduation for class of 2010?	How long is the history/social studies state standards document?	Is historical thinking specifically addressed in the standards?
ALABAMA	Alabama Course of Study: Social Studies	Adopted 2010	4	Yes	Yes	112	No
ALABAMA, 2008	Alabama Content Standards: Social Studies	2004	4	Yes		113	No
ALASKA	Content and Performance Standards for Alaska Students: History	2006	3	No	No	13	Yes
ARIZONA	Arizona Academic Standards, Social Studies	2006	1.5	Yes	Yes	177	Yes
ARKANSAS	Arkansas Social Studies Curriculum Frameworks (Grades K-8 amended Nov 2007, US History 2006; World History 2006; Arkansas History 7-8, 9-12 2006; Contemporary US History 2006)	2006	3	Yes	Yes	276*	No
CALIFORNIA	History-Social Science Content Standards for California Public Schools: Kindergarten-Through Grade Twelve	1998	3	Yes	Yes	249	Yes
COLORADO	Colorado Academic Standards: Social Studies	Adopted December 2009	0.5*	No	Yes	119	Yes
COLORADO, 2008	Colorado K-12 Academic Standards: Civic, Economics, Geography History	1995	0.5	No		**	Yes
CONNECTICUT	Connecticut Social Studies Curriculum Framework PK-12	Draft November 2010	3	Yes	Yes	5 (Draft 28)	Yes
DISTRICT OF COLUMBIA	DCPS Teaching and Learning Standards	Adopted August 2009	3.5	Yes	Yes	157*	Yes
DISTRICT OF COLUMBIA, 2008	District of Columbia Social Studies PreK-Grade 12 Standards	2006	3.5	Yes		81	Yes
DELAWARE	Curriculum Frameworks for Content Standards, Social Studies	2006	3	No	No	**	Yes
FLORIDA	Next Generation Sunshine State Standards for Social Studies	Adopted December 2008	3	Yes	Yes	Online only	Yes
FLORIDA, 2008	Next Generation Sunshine State Standards for Social Studies	Adopted December 2008	3	Yes		142	Yes
GEORGIA	Georgia Performance Standards (GPS) for Social Studies	Adopted August 2008	3	Yes	Yes	107*	Yes
HAWAII	Hawaiian Content and Performance Standards Social Studies Standards	2005; Curriculum Framework for Social Studies, published 2008	4	No	No	Online only	Yes
IDAHO	Idaho Content Standards Social Studies	Adopted August 2009	2.5*	Yes	Yes	66*	No
IDAHO, 2008	Idaho Content Standards Social Studies	2006	2.5*	Yes		66*	No
ILLINOIS	Illinois Learning Standards, Social Science	1997	2	Yes	Yes	16*	Yes
INDIANA	Indiana Academic Standards Social Studies	2007	3	Yes	Yes	154	Yes
IOWA	No State Standards in History or Social Studies; Has Core Curriculum	Core Curriculum, 2008	0.5	Yes	Yes	N/A	N/A
KANSAS	Kansas Curricular Standards History and Government; Economics and Geography	2004	3	Yes	Yes	298	Yes
KENTUCKY	Kentucky Social Studies Program of Studies and Core Content for Assessment	2006	3	Yes	Yes	52*	Yes
LOUISIANA	Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Social Studies	2005	3	Yes	Yes	43	Yes
MAINE	Maine Learning Results Social Studies	2007	2	Yes	Yes	17	Yes
MARYLAND	State Curriculum for Social Studies, pre K- 8th and U.S. History, High School	2006	3	Yes	Yes	45	Yes
MASSACHUSETTS	Massachusetts Curriculum Frameworks History and Social Science	2003	Local decision	No	No	140	Yes
MICHIGAN	Michigan Curriculum and Instruction Social Studies	2007	0.5	No	No	33	Yes
MINNESOTA	Minnesota Academic Standards in History and Social Studies	2004	3.5	Yes	Yes	80	Yes

1. Appendix reports state data for September 2010. If a state revised standards between September 2008 and September 2010, the earlier data is included directly underneath.

## APPENDIX: DATA BY STATE 2010, PART 1 (CONTINUED)

State Name	What is the title of the state standards document?	What is the date of latest revision of state standards?	How many units in social studies are required for high school graduation for class of 2009?	Is a course in US history required for high school graduation for class of 2010?	Is a course in U.S. history required for high school graduation for class of 2010?	How long is the history/social studies state standards document?	Is historical thinking specifically addressed in the standards?
MISSISSIPPI	Mississippi Curriculum Framework Social Studies	2004	4	Yes	Yes	301	No
MISSOURI	Missouri Show-Me Standards Social Studies Framework Strands	1996	3	Yes	Yes	251	No
MONTANA	Montana Content and Performance Standards Social Studies	2000	2	Yes	No; Graduation requirements are 2 credits of social studies	11	Yes
NEBRASKA	Nebraska Academic Standards Social Studies/History	2003	Local decision; Note: Students must have 6 semesters starting with incoming 9th grade class in 2011-12	No	Yes	34*	Yes
NEVADA	Nevada Social Studies Standards	Adopted December 2008	2	Yes	Yes	99	Yes
NEW HAMPSHIRE	New Hampshire Curriculum Frameworks Social Studies	2006	2.5*	Yes	Yes	106	Yes
NEW JERSEY	New Jersey Core Curriculum Content Standards for Social Studies	2009	3	Yes	Yes	59	Yes
NEW JERSEY, 2008	New Jersey Content Standards Social Studies	2004	3**	Yes	Yes	38	Yes
NEW MEXICO	Standards for Excellence: Social Studies	June 2009	3	Yes	Yes	26*	Yes
NEW MEXICO, 2008	New Mexico Standards Social Studies	2001	3	Yes	Yes	57	Yes
NEW YORK	Learning Standards for Social Studies	1996	4	Yes	Yes	34	Yes
NORTH CAROLINA	North Carolina Standard Course of Study Social Studies	2006 (in effect); New standards approved December 2010	3	Yes	Yes	109	Yes
NORTH DAKOTA	North Dakota State Standards Social Studies	2007	Local decision	No	No	67	Yes
OHIO	Academic Content Standards K-12 Social Studies	2002 (in effect); New standards approved June 2010	3	Yes	Yes	110; The revised document will be web-based rather than printed.	Yes
OKLAHOMA	Oklahoma Priority Academic Student Skills Social Studies	Adopted Summer 2010	3	Yes	Yes	47	Yes
OKLAHOMA, 2008	Oklahoma Priority Academic Student Skills Social Studies	2002	3	Yes	Yes	46	Yes
OREGON	Oregon K-12 Social Sciences Academic Content Standards	2001; Currently under revision	3	Yes	No	12 (Draft 18)	Yes
PENNSYLVANIA	Pennsylvania Academic Standards Civics Economics Geography History	2003	Local decision	No	No	**	Yes
RHODE ISLAND	Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives/Rhode Island History"	Adopted December 2008	Three courses	No	No; Specific course offerings to fulfill the high school graduation requirements are a local decision.	20	Yes
RHODE ISLAND, 2008	No state standards. GSE's are not state standards. State recommends local jurisdictions select among national choices.	N/A	Local decision	No	N/A	N/A	N/A
SOUTH CAROLINA	South Carolina Curriculum and Standards Social Studies	2005 (Revised draft available in 2011)	3	Yes	Yes	116	Yes
SOUTH DAKOTA	South Dakota Content Standards Social Studies	2006	3	Yes	Yes	128	No

**APPENDIX: DATA BY STATE 2010, PART 1 (CONTINUED)**

State Name	What is the title of the state standards document?	What is the date of latest revision of state standards?	How many units in social studies are required for high school graduation?	Is a course in US history required for high school graduation for class of 2009?	Is a course in U.S. history required for high school graduation for class of 2010?	How long is the history/social studies state standards document?	Is historical thinking specifically addressed in the standards?
TENNESSEE	Tennessee Curriculum Standards Social Studies	2002	3	Yes	Yes	**	Yes
TEXAS	Texas Essential Knowledge and Skills Social Studies	May 2010	4	Yes	Yes	173	No
TEXAS, 2008	Texas Essential Knowledge and Skills Social Studies	2000	3.5	Yes		Online only	No
UTAH	Utah K-12 Core Curriculum Social Studies	K-2 (2009); 7-12 (2002); 3-6 (2008)	2.5	Yes	Yes	76*	No
UTAH, 2008	Utah K-12 Core Curriculum Social Studies	K-6 2000; 7-12 2002; 3-6 2008	2.5	Yes		49*	No
VERMONT	Vermont Framework of Standards and Learning Opportunities History and Social Sciences	April 2010	3	Yes	Yes	55	Yes
VERMONT, 2008	Vermont Framework of Standards and Learning Opportunities History and Social Sciences	2004	3	Yes		55	Yes
VIRGINIA	Virginia History and Social Science Standards of Learning	2008	3	Yes	Yes	580	Yes
WASHINGTON	Washington State K-12 Social Studies Learning Standards May 2008	Adopted May 2008	2.5	Yes	Yes	138	Yes
WEST VIRGINIA	21st Century Social Studies Content Standards and Objectives for West Virginia Schools	Adopted September 2009	4	Yes	Yes	116	Yes
WEST VIRGINIA, 2008	21st Century Social Studies Content Standards and Objectives for West Virginia Schools	2008	4	Yes		108	Yes
WISCONSIN	Wisconsin Model Academic Standards for Social Studies Instruction	1998	3	No	No	3	Yes
WYOMING	Wyoming Social Studies Content and Performance Standards	Adopted November 2008	State recommends 3	Yes	Yes	34	No
WYOMING, 2008	Wyoming Social Studies Content and Performance Standards	Adopted November 2008	3	Yes	Yes	48	No

\* indicates that aggregate numbers have been created by combining the numbers of pages for the various social science disciplines and/or by combining grade levels.

\*\* indicates that aggregate numbers of social studies pages could not be calculated from the state website.

\* In order to facilitate comparability between states, these units have been converted from semester units into their equivalent.

A yes indicates that either the state specifically referred to the cultivation of "historical thinking" in their standards or referred to the cultivation of core historical skills.

Words that indicate particular skills, but are embedded in topical standards (e.g., analyze the causes of the Civil War) did not result in a "yes" answer.

This was a judgment call and necessary given the variety of states' standards. Also see "Example of Historical Thinking Standard" data.

# APPENDIX: DATA BY STATE 2010, PART 2

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
ALABAMA	5	<a href="https://docs.alsde.edu/documents/54/2010%20SOCIAL%20STUDIES%20COURSE%2007%20STUDY%20-%20ADOPTED%20DRAFT.pdf">https://docs.alsde.edu/documents/54/2010%20SOCIAL%20STUDIES%20COURSE%2007%20STUDY%20-%20ADOPTED%20DRAFT.pdf</a>	Yes	Yes	6, HS	multiple choice	graduation/promotion, diagnostic	BA in field?: Yes, field to be taught Subject assessment? (if yes, name): APTTP and Praxis II State Course/Credit Requirements: Unknown
ALABAMA, 2008	5	<a href="http://www.alex.state.al.us/standardAll.php?subject=TI&amp;summary=1">http://www.alex.state.al.us/standardAll.php?subject=TI&amp;summary=1</a>	Yes	Yes	6, HS	multiple choice	graduation/promotion diagnostic	BA in field?: Yes, field to be taught Subject assessment? (if yes, name): APTTP and Praxis II State Course/Credit Requirements: Unknown
ALASKA	local control	<a href="http://www.eed.state.ak.us/standards/">http://www.eed.state.ak.us/standards/</a>	No	No	N/A	N/A	N/A	BA in field?: No Subject assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: U.S. History, Alaskan History, World History
ARIZONA	6	<a href="http://www.ade.state.az.us/standards/ssstudies/articulated/">http://www.ade.state.az.us/standards/ssstudies/articulated/</a>	No	No	N/A	N/A	N/A	BA in field?: No Subject Assessment? (if yes, name): AEPA History exam (Arizona Educator Proficiency Assessments) State Course/Credit Requirements: Arizona Constitution and U.S. Constitution
ARKANSAS	3	<a href="http://arkansased.org/educators/curriculum/frameworks.html">http://arkansased.org/educators/curriculum/frameworks.html</a>	No	No	N/A	N/A	N/A	BA in field?: Unknown Subject Assessment? (if yes, name): Praxis II: Social Studies Content Knowledge and Analytical Essays State Course/Credit Requirements: Arkansas History required
CALIFORNIA	4	<a href="http://www.cde.ca.gov/bs/st/ss/documents/histsocscstnd.pdf">http://www.cde.ca.gov/bs/st/ss/documents/histsocscstnd.pdf</a>	Yes	Yes	8, 10, 11	multiple choice	accountability	BA in field?: No Subject Assessment? (if yes, name): CSET, subject matter waivers for the CSET offered by some universities State Course/Credit Requirements: U.S. Constitution
COLORADO	local control, state recommends 3	<a href="http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Social_Studies_Adopted_12.10.09.pdf">http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Social_Studies_Adopted_12.10.09.pdf</a>	No	No; Not until 2014	N/A	N/A	N/A	BA in field?: Yes, major in social sciences Subject Assessment? (if yes, name): PLAGE Content Area Assessment State Course/Credit Requirements: Unknown
COLORADO, 2008	local control, state recommends 3	<a href="http://www.cde.state.co.us/cdeassess/documents/OSA/standards/history.pdf">http://www.cde.state.co.us/cdeassess/documents/OSA/standards/history.pdf</a>	No	No	No	N/A	N/A	BA in field?: Yes, major in social sciences Subject Assessment? (if yes, name): PLAGE Content Area Assessment State Course/Credit Requirements: Unknown
CONNECTICUT	4	<a href="http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frss15.pdf">http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frss15.pdf</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in social science with coursework complete in history Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
DISTRICT OF COLUMBIA	5	<a href="http://dops.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning">http://dops.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in field to be taught Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
DISTRICT OF COLUMBIA	5	<a href="http://www.k12.dc.us/deps/standards2005/SocialStudies/SocialStudies.pdf">http://www.k12.dc.us/deps/standards2005/SocialStudies/SocialStudies.pdf</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in field to be taught Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
DELAWARE	local control	<a href="http://www.doe.k12.de.us/infosites/staff/gi/content_areas/socialstudies.shtml">http://www.doe.k12.de.us/infosites/staff/gi/content_areas/socialstudies.shtml</a>	Yes	Yes	4, 7	multiple choice, constructed response	diagnostic	BA in field?: Yes, major in social sciences Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown

APPENDIX: DATA BY STATE 2010, PART 2 (CONTINUED)

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
FLORIDA	4	<a href="http://www.floridastandards.org/homepage/index.aspx">http://www.floridastandards.org/homepage/index.aspx</a>	No	No; Testing is scheduled in High School US History 2012- 2013 and Middle Grades Civics 2013- 2014	N/A	N/A	N/A	BA in field?: No Subject Assessment? (if yes, name): FTCE Subject Area Examination (Social Studies) State Course/Credit Requirements: Middle school - minimum 18 semester hours in social science or social studies; Secondary - 30 hours minimum in social science or social studies
FLORIDA, 2008	4	<a href="http://www.flstandards.org">http://www.flstandards.org</a>	No	N/A	N/A	N/A	N/A	BA in field?: No Subject Assessment? (if yes, name): FTCE Subject Area Examination (Social Studies) State Course/Credit Requirements: Middle school - minimum 18 semester hours in social science or social studies; Secondary - 30 hours minimum in social science or social studies.
GEORGIA	4	<a href="https://www.georgiastandards.org/standards/Pages/BrowseStandards/SocialStudiesStandards.aspx">https://www.georgiastandards.org/standards/Pages/BrowseStandards/SocialStudiesStandards.aspx</a>	Yes	Yes	3-8; HS	multiple choice	graduation/promo- tion, diagnostic	BA in field?: Yes, major in social sciences Subject Assessment? GACE (Georgia Assessment for certification of Educators) Content Area Assessment State Course/Credit Requirements: Minimum of 40 hours in history
HAWAII	4	<a href="http://standards toolkit.k12.hi.us/index.html">http://standards toolkit.k12.hi.us/index.html</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in field to be taught Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
IDAHO	local control, State recommends history at every grade level.	<a href="http://www.sde.idaho.gov/ContentStandards/default.asp">http://www.sde.idaho.gov/ContentStandards/default.asp</a>	No	No	N/A	N/A	N/A	BA in field?: No, but 30 semester hours in teaching field required for Standard Secondary Certificate Subject Assessment? (if yes, name): Praxis II, ITPA Content Area Exam State Course/Credit Requirements: For History Endorsement, 20 semester credit hours required, including the following: US History survey—6 hours; World History Survey—6 hours and American Federal Government—3 hours
IDAHO, 2008	local control Note: State recommends history at every grade level.	<a href="http://www.sde.idaho.gov/ContentStandards/default.asp">http://www.sde.idaho.gov/ContentStandards/default.asp</a>	No	No	N/A	N/A	N/A	BA in field?: No, but 30 semester hours in teaching field required for Standard Secondary Certificate Subject Assessment? (if yes, name): Praxis II, ITPA Content area exam State Course/Credit Requirements: For History Endorsement, 20 semester credit hours required, including the following: US History survey—6 hours; World History Survey—6 hours and American Federal Government—3 credit hours.
ILLINOIS	3	<a href="http://www.isbe.state.il.us/ils/social_science/standards.htm">http://www.isbe.state.il.us/ils/social_science/standards.htm</a>	No	No	N/A	N/A	N/A	BA in field?: No Subject Assessment? (if yes, name): Yes, Illinois Certification Testing System Content Area Test State Course/Credit Requirements: 32 semester hours required in field
INDIANA	4	<a href="http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx">http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx</a>	Yes	Yes	5, 7	multiple choice, constructed response	diagnostic	BA in field?: Yes, major in the social sciences Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: There are six areas at the high school level in social studies: economics, geographical perspectives, government and citizenship, historical perspectives, psychology, and sociology. Candidates for a social studies license must complete preparation in each of the nine strands within the six standards. Concentration must occur in three of these areas. The teacher will be licensed in these three areas.

## APPENDIX: DATA BY STATE 2010, PART 2 (CONTINUED)

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
IOWA	local control	<a href="http://www.core.curriculum.iowa.gov/Discipline.aspx?C=Social+Studies&amp;D=History">http://www.core.curriculum.iowa.gov/Discipline.aspx?C=Social+Studies&amp;D=History</a>	No	No	N/A	N/A	N/A	BA in field?: No, but endorsements carry course requirements Subject Assessment? (if yes, name): No State Course/Credit Requirements: Endorsements in Social Sciences-American History for grades 5-12 require the completion of 24 semester hours in American history or 30 semester hours in the broad area of social sciences to include 15 hours in American history
KANSAS	local control, state recommends 5.5	<a href="http://www.ksde.org/Default.aspx?tabid=1715">http://www.ksde.org/Default.aspx?tabid=1715</a>	Yes	Yes	6, 8, 11	multiple choice	accountability	BA in field?: Yes, major in social sciences Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: A major in a university-level, state-accredited History/Government/Social Studies Program
KENTUCKY	local control, state recommends 4	<a href="http://www.kde.state.ky.us/KDE/instructional+-Resources/Curriculum+Documents+and+Resources/teaching+tools/Combined+-Curriculum+Documents/">http://www.kde.state.ky.us/KDE/instructional+-Resources/Curriculum+Documents+and+Resources/teaching+tools/Combined+-Curriculum+Documents/</a>	Yes	Yes	5, 8, 11	multiple choice, constructed response	accountability, diagnostic	BA in field?: Unknown Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
LOUISIANA	4	<a href="http://www.doe.louisiana.gov/osr/lac/28v121/28v121.pdf">http://www.doe.louisiana.gov/osr/lac/28v121/28v121.pdf</a>	Yes	Yes	4, 8, 11	multiple choice, constructed response	graduation/promotion, diagnostic	BA in field?: Unknown Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: 6 semester hours in U.S. History, 3 hours in Louisiana history, and 6 hours in U.S. government
MAINE	local control, state requires 1 minimum	<a href="http://www.state.me.us/education/ires/pei/ss102207.pdf">http://www.state.me.us/education/ires/pei/ss102207.pdf</a>	No	No	N/A	N/A	N/A	BA in field?: No Subject Assessment? (if yes, name): Praxis II, subject area assessment State Course/Credit Requirements: Minimum of 36 semester hours required including coursework in U.S. history
MARYLAND	local control, state requires 4 minimum	<a href="http://mdk12.org/index.html">http://mdk12.org/index.html</a>	Beginning in 2009	Yes; the Government assessment will be discontinued after May 2011 and there will be no state required History/Social studies tests.	HS	multiple choice, constructed response	graduation/promotion	BA required: Yes, major in the social sciences Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
MASSACHUSETTS	4	<a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a>	Yes	Yes	5, 7; 10 or 11	multiple choice, constructed response	graduation/promotion, diagnostic	BA in field?: No Subject Assessment? (if yes, name): Massachusetts Tests for Educator Licensure (MTEL) has subject specific tests in History State Course/Credit Requirements: None
MICHIGAN	4	<a href="http://www.michigan.gov/documents/mde/SS_HSC_210739_7.pdf">http://www.michigan.gov/documents/mde/SS_HSC_210739_7.pdf</a> ; <a href="http://www.michigan.gov/documents/mde/SSGLCE_218368_7.pdf">http://www.michigan.gov/documents/mde/SSGLCE_218368_7.pdf</a>	Yes	Yes	6, 9, 11	multiple choice	accountability, diagnostic	BA in field?: Yes, major or minor in field to be taught Subject Assessment? (if yes, name): MTTC examination in specialty area State Course/Credit Requirements: Unknown
MINNESOTA	local control, state requires 1 year minimum	<a href="http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Social_Studies/index.html">http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Social_Studies/index.html</a>	No	No	N/A	N/A	N/A	BA in field?: No, but minors is recommended Subject Assessment? (if yes, name): MTLE, Minnesota Teacher Licensure Examinations State Course/Credit Requirements: Unknown

APPENDIX: DATA BY STATE 2010, PART 2 (CONTINUED)

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
MISSISSIPPI	4,5	<a href="http://www.mde.k12.ms.us/acad/td/curriculum/ss/frame.html">http://www.mde.k12.ms.us/acad/td/curriculum/ss/frame.html</a>	Yes	Yes	HS	multiple choice	graduation/promotion, accountability	BA in field?: No, but teacher education programs expect it Subject-Specific Test required (if yes, name?): Praxis II subject area assessment State Course Credit Requirements: Unknown
MISSOURI	local control, state requires 1 year minimum	<a href="http://dese.mo.gov/divimprove/curriculum/frameworks/ss.html">http://dese.mo.gov/divimprove/curriculum/frameworks/ss.html</a>	No	Yes	4, 8, 11 (optional); HS (2010)	multiple choice, constructed response (HS is multiple choice)	graduation/promotion, accountability, diagnostic	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): Praxis II content area assessment State Course/Credit Requirements: Minimum of 40 hours in social sciences, including 12 hours in U.S. History and 6 hours in U.S. government
MONTANA	local control, state recommends 2	<a href="http://www.opi.mt.gov/pdf/Standards/ConfStds-SocSt.pdf">http://www.opi.mt.gov/pdf/Standards/ConfStds-SocSt.pdf</a>	Yes	No	N/A	N/A	N/A	BA in field?: Yes, major or minor in one social studies discipline or a major in social studies. Subject Assessment?: (if yes, name): No State Course/Credit Requirements: Unknown
NEBRASKA	local control, state recommends 3 minimum	<a href="http://www.education.ne.gov/ss/">http://www.education.ne.gov/ss/</a>	No	No	N/A	N/A	N/A	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): No State Course/Credit Requirements: Concentration of 36 hours including 30 hours of history and at least 6 hours in one or more social science areas, or a social studies endorsement of 60 semester hours in all social science fields
NEVADA	History strand is required each year	<a href="http://nde.doe.nv.gov/Standards/SocialStudies/CompleteStandardsDec2008.pdf">http://nde.doe.nv.gov/Standards/SocialStudies/CompleteStandardsDec2008.pdf</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major and minor or comprehensive major in social sciences Subject Assessment?: (if yes, name): NTE Specialty Area Test or Praxis II subject area assessment State Course/Credit Requirements: For secondary teachers, with a major in the field, 30 semester hours of history are required; and for a minor in the field, 16 semester hours are required
NEW HAMPSHIRE	1	<a href="http://www.education.nh.gov/instruction/curriculum/social_studies/index.htm">http://www.education.nh.gov/instruction/curriculum/social_studies/index.htm</a>	No	No	N/A	N/A	N/A	BA in field?: Equivalent of minor required for certification Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Credit hours not specified, in-depth knowledge required
NEW JERSEY	local control, state requires 2 minimum	<a href="http://www.crrteach.sc.gov/CRR/ssstandards.html">http://www.crrteach.sc.gov/CRR/ssstandards.html</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in field to be taught Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Minimum of 30 credits in a coherent sequence in the subject field of Social Studies. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Within the 30 credits, the candidate must complete a minimum of 15 semester hour credits in history to include a minimum of one course in American History and one course in World History.
NEW JERSEY, 2008	local control, state requires 2 minimum	<a href="http://www.nj.gov/education/cccs/">http://www.nj.gov/education/cccs/</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in field to be taught Subject Assessment?: (if yes, name): Praxis II Subject Area Assessment State Course/Credit Requirements: Must have 15 credits in history, with one course in American History and one in World History.

## APPENDIX: DATA BY STATE 2010, PART 2 (CONTINUED)

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
NEW MEXICO	5	<a href="http://www.ped.state.nm.us/standards/">http://www.ped.state.nm.us/standards/</a>	Yes	Yes	10, 11 (10th grade to be eliminated in 2009-10)	multiple choice, constructed response	graduation/promotion	BA in field?: No, but teacher education programs expect it Subject Assessment? (if yes, name): New Mexico Content Knowledge Assessments State Course/Credit Requirements: The general education requirements for the degree must include 12 semester hours in history including American history and Western civilization and 6 hours in government, economics, or sociology
NEW MEXICO, 2008	5	<a href="http://www.ped.state.nm.us/standards/documents/stand_ss.pdf">http://www.ped.state.nm.us/standards/documents/stand_ss.pdf</a>	Yes	Yes	10,11 (10th grade to be eliminated in 2009-10)	multiple choice constructed response	graduation/promotion	BA in field?: No, but teacher education programs expect it Subject Assessment? (if yes, name): New Mexico Content Knowledge Assessments State Course/Credit Requirements: The general education requirements for the degree must include 12 semester hours in history including American history and Western civilization and 6 hours in government, economics, or sociology.
NEW YORK	4	<a href="http://www.p12.nysed.gov/ciai/socst/ssrg.html">http://www.p12.nysed.gov/ciai/socst/ssrg.html</a>	Yes	Yes	HS (2 tests); (note: the 5 and 8 tests were eliminated in 2010-11)	multiple choice, constructed response, document-based questions (DBQ)	graduation/promotion, diagnostic	BA in field?: No, but there are content course requirements that can be satisfied by an academic major Subject Assessment? (if yes, name): New York State Teacher Certification Exam - Liberal Arts and Science Test (LAST), Content Specialty Test (CST)-Social Studies, New York State Teacher Certification Exam - Secondary Assessment of Teaching Skills (ATS-W) State Course/Credit Requirements: 30 hours required in Content Core - Social Studies
NORTH CAROLINA	4	<a href="http://www.dpi.state.nc.us/curriculum/socialstudies/sos/">http://www.dpi.state.nc.us/curriculum/socialstudies/sos/</a>	Yes	Yes	11, 10th grade Civics & Economics course test includes historical strand.	multiple choice	graduation/promotion, accountability	BA in field?: Yes, major in social sciences/studies Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Differs from college to college
NORTH DAKOTA	local control, state recommends 4	<a href="http://www.dpi.state.nd.us/standard/content/ssstudies/index.shtml">http://www.dpi.state.nd.us/standard/content/ssstudies/index.shtml</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in social sciences Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Three major/minor tracks, each with specified course credit requirements
OHIO	3.5	<a href="http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&amp;TopicRelationID=1706&amp;ContentID=852&amp;Content=59094">http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&amp;TopicRelationID=1706&amp;ContentID=852&amp;Content=59094</a>	Yes	Yes	10, HS	multiple choice, constructed response	graduation/promotion, accountability, diagnostic	BA in field?: No, but teacher education programs expect it Subject Assessment? (if yes, name): Praxis II State Course/Credit Requirements: Established by colleges/universities
OKLAHOMA	5	<a href="http://sde.state.ok.us/curriculum/PASS/Subject/socstud.pdf">http://sde.state.ok.us/curriculum/PASS/Subject/socstud.pdf</a>	Yes	Yes	5, 7, 8, HS	multiple choice	graduation/promotion, diagnostic	BA in field?: Yes, major in the field Subject Assessment? (if yes, name): Yes, OSAT State Course/Credit Requirements: Unknown
OKLAHOMA, 2008	5	<a href="http://sde.state.ok.us/Curriculum/PASS/Subject/socstud.pdf">http://sde.state.ok.us/Curriculum/PASS/Subject/socstud.pdf</a>	Yes	Yes	5, 8, HS	multiple choice	graduation/promotion, accountability, diagnostic	BA in field?: Yes, major in the field Subject Assessment? (if yes, name): Yes, OSAT State Course/Credit Requirements: Unknown
OREGON	local control	<a href="http://www.ode.state.or.us/teachlearn/subjects/socialscience/curriculum/whatstudentsneedtoknow.aspx">http://www.ode.state.or.us/teachlearn/subjects/socialscience/curriculum/whatstudentsneedtoknow.aspx</a>	No	No	N/A 5, 8, HS (all optional)	optional tests are multiple choice	N/A	BA in field?: No, but recommended Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
PENNSYLVANIA	local control, state recommends 4	<a href="http://www.pdesas.org/module/sas/curriculum/framework/">http://www.pdesas.org/module/sas/curriculum/framework/</a>	No	No	N/A	N/A	N/A	BA in field?: Yes, major in the social sciences Subject Assessment? (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown

**APPENDIX: DATA BY STATE 2010, PART 2 (CONTINUED)**

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
RHODE ISLAND	local control	<a href="http://www.ride.ri.gov/instruction/civics.aspx#civics">http://www.ride.ri.gov/instruction/civics.aspx#civics</a>	No	No	N/A	N/A	N/A	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): No State Course/Credit Requirements: To be certified in history a candidate must have 30 hours of course work in history (may include 6 hours in social studies area) or fulfill alternate requirements according to state regulations
RHODE ISLAND, 2008	local control	The following link is for the most recent version of the draft Civics GSEs: <a href="http://www.ride.ri.gov/instruction/DOCS/CIVICS/DRAFT%20RI%20SS%20GSE%20-%20all%20grades%20-%20v9_4.doc">http://www.ride.ri.gov/instruction/DOCS/CIVICS/DRAFT%20RI%20SS%20GSE%20-%20all%20grades%20-%20v9_4.doc</a>	No	No	N/A	N/A	N/A	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): No State Course/Credit Requirements: To be certified in history a candidate must have 30 hours of course work in history.
SOUTH CAROLINA	5	<a href="http://www.crrteach.sc.gov/CRR/SSstandards.html">http://www.crrteach.sc.gov/CRR/SSstandards.html</a>	Yes	Yes	3-8, HS	multiple choice	accountability, diagnostic	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Six hours in U.S. history and six hours of electives from history and/or government
SOUTH DAKOTA	local control, state recommends 3 minimum	<a href="http://doe.sd.gov/contentstandards/">http://doe.sd.gov/contentstandards/</a>	No	No	N/A	N/A	N/A	BA in field?: No, either an academic major or work experience that meets standards Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Course requirements for all teachers in South Dakotan Indian culture
TENNESSEE	4	<a href="http://www.tennessee.gov/education/ci/ss/index.shtml">http://www.tennessee.gov/education/ci/ss/index.shtml</a>	Yes	Yes	1-8, HS	multiple choice	accountability, diagnostic	BA in field?: Yes, major in field to be taught Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
TEXAS	5	<a href="http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html">http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html</a>	Yes	Yes	8, 10, 11	multiple choice	accountability, diagnostic	BA in field?: No, a minimum of 12 semester credit hours in the subject-specific content for the certification sought, OR a passing score on the appropriate TEXES content exam. Subject Assessment?: (if yes, name): TEXES content area test State Course/Credit Requirements: None
TEXAS, 2008	5	<a href="http://www.tea.state.tx.us/rules/tac/ch113toc.html">http://www.tea.state.tx.us/rules/tac/ch113toc.html</a>	Yes	Yes	8,10, 11	multiple choice	accountability, diagnostic	BA in field?: Yes, major in social sciences Subject Assessment?: (if yes, name): TEXES content area test State Course/Credit Requirements: Unknown
UTAH	5	<a href="http://www.uen.org/core/socialstudies/index.shtml">http://www.uen.org/core/socialstudies/index.shtml</a>	Yes	Yes	3, 5, 8	multiple choice	accountability, diagnostic	BA in field?: Yes, major and minor or composite major in field. Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: 16 semester hours are required for an endorsement, including U.S. history (exploration to the present) and Utah history.
UTAH, 2008	5	<a href="http://www.uen.org/core/socialstudies/index.shtml">http://www.uen.org/core/socialstudies/index.shtml</a>	Yes	Yes	3,5,8	multiple choice	accountability, diagnostic	BA in field?: Yes, major and minor or composite major in field. Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: 16 semester hours are required for an endorsement, including U.S. history (exploration to the present) and Utah history.
VERMONT	local control, state requires 3	<a href="http://education.vermont.gov/new/html/pgm_curriculum/history.html#ge">http://education.vermont.gov/new/html/pgm_curriculum/history.html#ge</a>	No	No	N/A	N/A	N/A	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): Praxis II Social Studies State Course/Credit Requirements: Unknown

# APPENDIX: DATA BY STATE 2010, PART 2 (CONTINUED)

State Name	How many years of state and U.S. history are required Grades K-12?	Links to state standards or frameworks	Does the state require history/social studies testing in the school year 2007-2008?	Does the state require history/social studies testing in the school year 2009-2010?	If the state assesses history/social studies, what grade levels are tested?	What kinds of questions are on the state assessment?	How are state history/social studies assessments used?	Do new teachers need an academic major/minor in history/social sciences to teach the subject? What content-specific tests, if any, are required to be certified as a U.S. history teacher? What are state mandates regarding the number of credit hours or required courses to teach history?
VERMONT, 2008	local control, state requires 3	<a href="http://education.vermont.gov/new/html/pgm_curriculum/history.html#ge">http://education.vermont.gov/new/html/pgm_curriculum/history.html#ge</a>	No		N/A	N/A	N/A	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): Praxis II Social Studies State Course/Credit Requirements: Unknown
VIRGINIA	4	<a href="http://www.doe.virginia.gov/testing/soi/standards_docs/history_socialsciences/index.shtml">http://www.doe.virginia.gov/testing/soi/standards_docs/history_socialsciences/index.shtml</a>	Yes	Yes	3-8, HS	multiple choice	accountability, diagnostic	BA in field?: Yes, major in social science with coursework required in history Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
WASHINGTON	local control, state requires 1.5 minimum	<a href="http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf">http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf</a>	Yes	Yes	Social Studies must be assessed at least one time in elementary, middle, and high school. At a minimum, districts must assess civics at 4th or 5th grade, 7th or 8th grade, and 11th or 12th grade.	Assessments are paper and project based.	Districts are required to report whether assessments were administered at the elementary, middle, and high school levels. Student scores are not currently reported.	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): WEST-E or Praxis subject endorsement test State Course/Credit Requirements: 30 hours in the social sciences. A supporting endorsement in history requires 16 hours.
WEST VIRGINIA	4	<a href="http://wvde.state.wv.us/policies/csos.html">http://wvde.state.wv.us/policies/csos.html</a>	Yes	Yes	3-11	multiple choice, constructed response	accountability, diagnostic	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
WEST VIRGINIA, 2008	4	<a href="http://wvde.state.wv.us/policies/csos.html">http://wvde.state.wv.us/policies/csos.html</a>	Yes		3-8	multiple choice constructed response	accountability, diagnostic	BA in field?: No, but teacher education programs expect it Subject Assessment?: (if yes, name): Praxis II subject area assessment State Course/Credit Requirements: Unknown
WISCONSIN	local control	<a href="http://www.dpi.state.wi.us/standards/ssintro.html">http://www.dpi.state.wi.us/standards/ssintro.html</a>	Yes	Yes	4, 8, 10	multiple choice, constructed response	accountability, diagnostic	BA in field?: Not required by state, usually required by individual Institute of Higher Education (IHE) Subject Assessment?: (if yes, name): Praxis II subject area assessment (General Social Studies) State Course/Credit Requirements: Individual IHEs determine required coursework to satisfy highly qualified subject area status of pre-service teachers
WYOMING	local control, state recommends 3 minimum	<a href="http://www.k12.wy.us/SA/standards/Standards%202008%20social%20Studies.pdf">http://www.k12.wy.us/SA/standards/Standards%202008%20social%20Studies.pdf</a>	No	No	N/A	N/A	N/A	BA in field?: No, institutional recommendation from teacher preparation program necessary Subject Assessment?: (if yes, name): Praxis II subject area assessment for social studies composite license State Course/Credit Requirements: U.S. Constitution and Wyoming Constitution
WYOMING, 2008	local control, state recommends 3 minimum	<a href="http://www.k12.wy.us/SA/standards/socstud.pdf">http://www.k12.wy.us/SA/standards/socstud.pdf</a> <a href="http://www.k12.wy.us/SA/standards.asp">http://www.k12.wy.us/SA/standards.asp</a> November 2008	No		N/A	N/A	N/A	BA in field?: No, institutional recommendation from teacher preparation program necessary Subject Assessment?: (if yes, name): Praxis II subject area assessment for social studies composite license. State Course/Credit Requirements: U.S. Constitution and Wyoming Constitution.
								<b>Above is for secondary credential</b>

# APPENDIX: DATA BY STATE 2010, PART 3

State Name	Is a course in world history required for high school graduation for the class of 2010?	At what grade levels do world history standards appear on the standards document as part of a grade level range or as a grade level course? How are they organized?	Is world history a component of state level assessments at any grade level?	If state tests world history, is it an end-of-course test?	If state tests U.S. history, is it an end-of-course test?	End-of-Course Notes:
	Yes	8th-9th by era	No	Currently No	Currently No. See notes to the right	
ALABAMA	Yes	8th-9th by era	No	Currently No	Currently No. See notes to the right	Alabama currently has an exit exam with 5 sections—of which history/social studies is one. Students must pass 3/5 sections to graduate. Starting in 2011-12, the state will replace the exit exam with a series of EOC exams. The state has yet to determine which courses will have EOC exams.
ALASKA	No	N/A	N/A	N/A	N/A	N/A
ARIZONA	Yes	K-12 by concept	N/A	N/A	N/A	N/A
ARKANSAS	Yes	7th, 8th by concept; HS by theme	N/A	N/A	N/A	N/A
CALIFORNIA	Yes	6th, 7th, 10th by era	Yes	Yes	Yes	EOC for world and U.S. history if courses are offered in grades 10 and 11 respectively.
COLORADO	No	6th-HS by concept	N/A	N/A	N/A	N/A
CONNECTICUT	No	5th-HS by regiona and era	N/A	N/A	N/A	N/A
DISTRICT OF COLUMBIA	Yes	7th, 9th, 10th by era	N/A	N/A	N/A	N/A
DELAWARE	No	6th-8th, HS by era	Yes. SS topics include WH questions	No	Currently No, effective in 2011-2012	An EOC exam for U.S. History in high school is scheduled for 2011-12. Currently in field testing phase.
FLORIDA	Yes	6th and HS 9-12 Grade Level Band and by era	No	N/A	N/A; Begins in 2012-2013	To be implemented: High School U.S. History 2012-2013, Middle Grades Civics, 2013-2014
GEORGIA	Yes	6th-7th, HS by theme and region	Yes	No	Yes, EOC exam for high school U.S. History	Georgia also has a social studies EOC exam for Economics/Free Enterprise.
HAWAII	No	6th-8th and HS by era	N/A	N/A	N/A	N/A
IDAHO	No	6th-9th by theme	N/A	N/A	N/A	N/A
ILLINOIS	No	Early Elementary to Late High School, by era and theme	N/A	N/A	N/A	N/A
INDIANA	Yes	6th, 7th, HS by region	Yes	No	No	N/A
IOWA	No	In the Core Curriculum, World History concepts are integrated K-12, by concept and theme	N/A	No	The state does not require history assessment but some districts use ITBS/ITED and some use an end-of-course exam	N/A; This program is optional. Schools can choose whether or not to adopt the Iowa EOC exam.
KANSAS	Yes	6th, HS by era	Yes	Yes	Yes	N/A
KENTUCKY	Yes	7th, HS by era	Yes	No	No	U.S. History EOC exam will begin in 2012.
LOUISIANA	Yes*	World History, World Geography, Western Civilization, or AP European History	Yes	No	No, to be implemented in 2012-2013	U.S. History EOC exam will begin in 2012.
MAINE	No	6th-8th, HS by theme	N/A	N/A	N/A	N/A
MARYLAND	Yes	6th, HS by era	No	No	No	N/A

## APPENDIX: DATA BY STATE 2010, PART 3 (CONTINUED)

State Name	Is a course in world history required for high school graduation for the class of 2010?	At what grade levels do world history standards appear on the standards document as part of a grade level course? How are they organized?	Is world history a component of state level assessments at any grade level?	If state tests world history, is it an end-of-course test?	If state tests U.S. history, is it an end-of-course test?	End-of-Course Notes:
MASSACHUSETTS	No	7th, HS (2 years) by era	Yes	No	No	N/A
MICHIGAN	No***	6th, 7th, HS by region	No	No	No	Michigan is developing EOC exams for high school courses in math, English, and science. They are considering EOC assessments for history.
MINNESOTA	Yes	K-3, 4th-8th, 9th-12th by era	N/A	N/A	N/A	N/A
MISSISSIPPI	Yes	6th, 7th, HS by region	No	No	Yes	The EOC exam is U.S. History since 1877.
MISSOURI	No	6th, HS by theme	N/A	No	Yes	Also has an EOC in government.
MONTANA	No	K-12, by concept and theme	No	N/A	N/A	N/A
NEBRASKA	No	5th-8th, 9th-12th by era and benchmark	N/A	N/A	N/A	N/A
NEVADA	No	2nd-5th; 6th-8th, 9th-12th by region and era	N/A	N/A	N/A	N/A
NEW HAMPSHIRE	No	K-12 by theme	N/A	N/A	N/A	N/A
NEW JERSEY	Yes	K-4, 5th-8th, 9th-12th by era	N/A	N/A	N/A	N/A; Has EOC exams for Biology, Algebra I, and Algebra II. Has no specific plans for EOC history exams.
NEW MEXICO	Yes	K-12 by region and era	N/A	No	No	N/A
NEW YORK	Yes**	K-12, by key ideas & benchmarks	Yes	N/A	N/A	NY Regents has an exam for U.S. History & Gov. and one for Global History & Gov. Students must pass each exam to graduate. However, the Regents exam is not necessarily tied to one course.
NORTH CAROLINA	Yes	6th, 7th, 9th by region	No	No	Yes	Also has an EOC exam for Civics and Economics.
NORTH DAKOTA	No	6th, 7th, HS by era	N/A	N/A	N/A	N/A
OHIO	No	6th, 7th, 9th by era	Yes	No	No	N/A
OKLAHOMA	No	6th by region; HS by era	No	No	Yes, at high school	State has End of Instruction tests that measure student proficiency in classes (e.g., U.S. History, Algebra II, etc). The tests are aligned to state standards for each class. But the exams do not count toward a student's grade in the class and a student can earn course credit without passing the test.
OREGON	No	6-8 by benchmark; HS by Era	Yes, part of optional tests	N/A	N/A	N/A
PENNSYLVANIA	No	1-3, 4th-6th; 7th-9th; 10th-12th by era	N/A	N/A	N/A	N/A; State plans to develop optional Keystone EOC exams in both U.S. and world history in the next 6 years. School districts will be able to choose between using these exams, the state exit exam system, or develop their own system of testing.
RHODE ISLAND	No. Specific course offerings to fulfill the high school graduation requirements are a local decision.	N/A	N/A	N/A	N/A	N/A

**APPENDIX: DATA BY STATE 2010, PART 3 (CONTINUED)**

State Name	Is a course in world history required for high school graduation for the class of 2010?	At what grade levels do world history standards appear on the standards document as part of a grade level course? How are they organized?	Is world history a component of state level assessments at any grade level?	If state tests world history, is it an end-of-course test?	If state tests U.S. history, is it an end-of-course test?	End-of-Course Notes:
SOUTH CAROLINA	No	6th, 7th, HS (2 years) by era	Yes	No	Yes, The EOC exam is for U.S. History and the Constitution	N/A
SOUTH DAKOTA	Yes	2-6, HS by region and era	N/A	N/A	N/A	N/A; State has EOC Exams used to provide students below 9th grade an opportunity to show that they have mastered high school course material (to receive HS credit) and/or allow students to receive credit without taking the class.
TENNESSEE	No	6th, HS by era	Yes	No	Yes	N/A
TEXAS	Yes*, World History Studies or World Geography	6th, HS by region	Yes	No	No	EOC exams in U.S. History and World History begin with the 2011-2012 school year for incoming freshmen.
UTAH	Yes	6th, HS by region	No	No	No	N/A
VERMONT	No	None	N/A	N/A	N/A	N/A
VIRGINIA	Yes*, World History Studies or World Geography	8th, 9th by era	Yes	Yes	Yes	N/A
WASHINGTON	No	6th, 7th, HS by era	local control decision	N/A	N/A	N/A
WEST VIRGINIA	Yes	6th by region; 9th, 10th by era	No	No	No	N/A
WISCONSIN	No	5-12 by era	Yes	No	No	N/A
WYOMING	No	None	N/A	N/A	N/A	N/A
<p>* State offers option between World History related courses.                      ** Students must pass NY Regents Global History &amp; Government exam to graduate.                      *** World History will be required for the class of 2011.</p>						

# APPENDIX: EXAMPLES OF STANDARDS

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
ALABAMA	5th grade Identify causes of the Civil War, including states' rights and the issue of slavery. Describing the importance of the Missouri Compromise, Nat. Turner's insurrection, the Compromise of 1850, the Dred Scott decision, John Brown's rebellion, and the election of 1860 Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan Stonewall Jackson, William Tecumseh Sherman, and Joseph Wheeler...	9th grade 10. Describe the influence of urbanization during the nineteenth century on the Western World.... Describing the search for political democracy and social justice in the Western World Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage	11th grade Students will explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.
ALABAMA, 2008	Tenth grade standards 1.8. Objective: History/Political Science Trace the development of efforts to abolish slavery prior to the Civil War.1.9. Objective: Economics/Geography/History/Political Science Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.	1.7. Objective: History/Political Science. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and the writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe. 1.7.2. Grade Level Example: Relating events in Alabama from 1781 to 1823 to those of the developing nation	
ALASKA	EUS.3.AH. Standard/student Learning Expectation: Early United States Students shall investigate the causes and effects of war in the early history of the United States. EUS.3.AH.3 Student Learning Expectation/benchmark: Analyze the causes and effects of the Civil War political, social, economic, geographic	None	(11th grade) AKC: A student should develop the skills and processes of historical inquiry.... C.2. Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers.
ARIZONA	SSHS-S1C6. Concept: Civil War and Reconstruction 1850 – 1877. Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. SSHS-S1C6-Performance Objective: Explain the economic, social, and political causes of the Civil War a) economic and social differences between the North, South, and West; b) balance of power in the Senate (e.g., Missouri and 1850 Compromises); c) extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act); d) role of abolitionists (e.g., Frederick Douglass and John Brown); e) debate over popular sovereignty/states rights; f) Presidential election of 1860.	Concept 5: Encounters and Exchange Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations. High School Performance Objective 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration... e. impact and ramifications of slavery and international slave trade	SSHS-SZC1- Performance Objective: Evaluate primary and secondary sources for a) authors' main points; b) purpose and perspective; c) facts vs. opinions; d) different points of view on the same historical event.
ARKANSAS	EUS.3.AH.3 Student Learning Expectation/benchmark: Analyze the causes and effects of the Civil War political, social, economic, geographic.	Content Standard 5: Students shall analyze the reasons for and consequences of migration. MS.5.WH.4 Discuss the spread of forced labor (e.g., slavery in ancient civilizations, American Indians, Africa). Content Standard 7: Students shall analyze global interactions created through trade. ET7. WH.4 Analyze the results of slave labor on economic systems.	P0.9.AH.2. Student Learning Expectation/benchmark: Analyze life on the Great Plains using primary and secondary sources (e.g., soldiers/digouts, weather, gender roles, medical care, education)
CALIFORNIA	8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun. 2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. 3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.... 4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement	9-12 HREP Historical Research, Evidence, and Point of View.... 9-12.4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
COLORADO	8th grade Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures GLE: Concepts and skills students master: ... Students can e. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction	5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history. GRADES 5-8 As students in grades 5-8 extend their knowledge, what they know and are able to do includes ... Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (for example, slavery, serfdom, impressment).	The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources
COLORADO, 2008	5.1.3. Identifying and analyzing how historical events have affected the organization of the political system of the United States (for example, the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements) 5.1.4. Analyzing how the United States' political system has dealt with various constitutional crises (for example, the Civil War, Alien-Sedition Acts, assassinations, Watergate).	5.1.3. Students know how to use the processes and resources of historical inquiry. 2.1. Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. What students know and are able to do includes: 2.1.1. Formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources 2.1.2. Gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.	Students know how to use the processes and resources of historical inquiry. 2.1. Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. What students know and are able to do includes: 2.1.1. Formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources 2.1.2. Gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
CONNECTICUT	1: Content Knowledge: Knowledge and concepts from history and social studies is necessary to promote understanding of our nation and our world. 1.1 Students will be able to demonstrate an understanding of significant events and themes in United States history. GLE: Grade 8 - 5 Compare and contrast the causes and effects of the American Revolution and the Civil War.	Standard 1: Content Knowledge: Knowledge and concepts from history and social studies is necessary to promote understanding of our nation and our world. 1.3 Students will be able to demonstrate an understanding of significant events and themes in world history/international studies GLE: Grade 8 - 12 Analyze foreign reactions to the institution of slavery in America (e.g., Amistad, Liberia, English abolitionists)	Standard 2: History/Social Studies Literacy Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information
DISTRICT OF COLUMBIA	8th Grade 8.11. Broad Concept: Students analyze the multiple causes, key events, and complex consequences of the Civil War. Students: 1. Trace on a map the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. (G, P) 2. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun. (P) 3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. (P)	9. World History and Geography   Middle Ages to the Age of Revolutions  9.16. Students describe patterns of change in Africa during the trade in slaves between Africa, Europe, and the Americas from the 17th through 18th centuries. ... 9.16.4. Trace the rise of resistance from Africans such as Queen Nzingha of Angola and King Mvemba of the Congo, the rise of antislavery sentiment and economic circumstances in Britain that led to abolition in 1833, and the rise of legitimate commerce after the abolition of the trans-Atlantic slave trade.	9-12.3. Performance Standard/Essential Skill: Historical Research, Evidence, and Point of View ... 9-12.3.4. Student Expectation: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
DISTRICT OF COLUMBIA, 2008	<p>5.5 Students summarize the causes and consequences of the Civil War</p> <ol style="list-style-type: none"> <li>1. Describe the extension of and controversy about slavery into the territories</li> <li>2. Explain the role of abolitionists including reformers Frederick Douglass, William Lloyd Garrison, ... John Brown</li> <li>3. Describe the emergence of Abraham Lincoln as a national political figure and the secession</li> </ol> <p>8.11</p> <p>Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <ol style="list-style-type: none"> <li>1. Trace on a map the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists</li> <li>2. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun.</li> <li>3. Identify the constitutional issues posed by the doctrine of nullification and secession and earliest origins of that doctrine.</li> <li>4. Trace on a map the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</li> </ol>		<p>9-12.3. Performance Standard/Essential Skill: Historical Research, Evidence, and Point of View</p> <p>9-12.3.1. Student Expectation: 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).</p> <p>9-12.3.2. Student Expectation: Students identify bias and prejudice in historical interpretations.</p> <p>9-12.3.3. Student Expectation: 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.</p> <p>9-12.3.4. Student Expectation: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
DELAWARE	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history (Content).</p> <p>6-8. Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>—Civil War and Reconstruction (1850–1877)</p>	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history (Content).</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including:</p> <p>—Revolutions, ideologies, and technological change (1750–1914)</p>	<p>10.H2.5. Students examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations</p>
FLORIDA	<p>FL.SS.A.4. Standard / Body Of Knowledge: Time, Continuity, and Change (History)</p> <p>The student understands United States history to 1880.</p> <p>(Grades 6-8)</p> <p>Standard 4. The student understands US history to 1880.</p> <p>2. Knows the role of physical and cultural geography in shaping the events of the U.S. (e.g. ...the Civil War)</p>	<p>Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</p> <p>SS.912.W.4.14 Benchmark: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</p>	<p>FL.SS.A.1. Standard / Body Of Knowledge: Time, Continuity, and Change (History)</p> <p>The student understands historical chronology and the historical perspective.</p> <p>... SS.A.1.4.3 Benchmark / Big Idea: The student evaluates conflicting sources and materials in the interpretation of a historical event or episode.</p>
FLORIDA, 2008	<p>FL.SS.A.4. Standard / Body Of Knowledge: Time, Continuity, and Change (History)</p> <p>The student understands United States history to 1880.</p> <p>(Grades 6-8)</p> <p>Standard 4. The student understands US history to 1880.</p> <p>2. Knows the role of physical and cultural geography in shaping the events of the U.S. (e.g. ...the Civil War)</p>		<p>FL.SS.A.1. Standard / Body Of Knowledge: Time, Continuity, and Change (History)</p> <p>The student understands historical chronology and the historical perspective.</p> <p>SS.A.1.4.1 Benchmark / Big Idea: The student understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history</p> <p>SS.A.1.4.2 Benchmark / Big Idea: The student identifies and understands themes in history that cross scientific, economic, and cultural boundaries.</p> <p>SS.A.1.4.3 Benchmark / Big Idea: The student evaluates conflicting sources and materials in the interpretation of a historical event or episode.</p> <p>SS.A.1.4.4 Benchmark / Big Idea: The student uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.</p>

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
GEORGIA	<p>SSUSH9. Standard: The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.</p> <p>a. Element: Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.</p> <p>b. Element: Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus....</p> <p>e. Element: Describe the significance of the Emancipation Proclamation.</p> <p>f. Element: Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.</p>	<p>SS6H2. The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.</p> <p>a. Describe the influence of African slavery on the development of the Americas.</p>	<p>Information Processing Skills</p> <p>6. Identify and use primary and secondary sources.</p> <p>10. Analyze artifacts.</p>
HAWAII	<p>Standard 3: History</p> <p>United States History—Revolutionary War through Reconstruction—Understand important historical events in the Post Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion) Benchmark: Explain the major factors that determined the outcome of the Civil War (including leaders, resources, and key battles)</p>	<p>Standard 3: History</p> <p>World History: Understand important historical events from classical civilization through the present</p> <p>Benchmark SS.11.3.7</p> <p>Compare the causes and effects of the early modern democratic revolutions, including the American Revolution, French Revolution, Haitian Revolution, and South American revolutions</p>	<p>HI.2. Content Standard: Historical Understanding</p> <p>Inquiry, Empathy and Perspective: Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</p> <p>SS.10.2.2. Performance Indicator: Historical Inquiry</p> <p>Determine the relevance of sources and assess their credibility</p>
IDAH0	<p>Standard 1: History</p> <p>Goal 1.1: Build an understanding of the cultural and social development of the United States.</p> <p>6-12.USHI.1.1.4 Discuss the causes and effects of various compromises and conflicts in American history such as the American Revolution, Civil War and Reconstruction.</p>	<p>Standard 1: History</p> <p>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</p> <p>6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.</p>	<p>9-12.USH2.1.1.2 Discuss the causes and effects of various conflicts in American history.</p>
IDAH0, 2008	<p>1.1. Content Knowledge And Skills / Goal: Build an understanding of the cultural and social development of the United States.</p> <p>10.USHI.1.1. Gle / Big Idea: The student will be able to discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.</p>		<p>9-12.USH2.1.1.2 Discuss the causes and effects of various conflicts in American history.</p>
ILLINOIS	<p>14.F. State Goal / Learning Standard: Understand the development of United States political ideas and traditions.</p> <p>14.F.4a. Learning Standard / Performance Descriptor: Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p>	<p>Grade 8</p> <p>16.8.8.1 Identify why the emancipation of formerly enslaved peoples (e.g., slaves and serfs) and the extension of rights to women were important developments in 19th and early 20th century history.</p> <p>18.8.09 Define slavery and serfdom and identify examples of these practices from history and efforts to eradicate them throughout the world.</p> <p>Grade 11</p> <p>16.11.96 Understand factors that influenced political democracy and social justice in various world regions (e.g., the effects of urbanization, British reform laws, and the Revolutions of 1848 in Europe; the emancipation of slaves in the United States; the emancipation of serfs; the quest for and extension of universal male suffrage and women's suffrage).</p>	<p>Historical standard 16.A.5a: Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p>
INDIANA	<p>Early National Development: 1775 to 1877: Students will trace and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.</p> <p>USH.1.3. Proficiency Statement: Review and summarize key events and developments in the following periods of United States history</p> <p>Founding the Republic (1775 -1801) Expansion and Reform (1801 -1861), Civil War and Reconstruction (1850 -1877).</p>	<p>WH.5</p> <p>Students will examine the causes, events and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.</p> <p>WH.5.2</p> <p>Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750.</p>	<p>Standard 8.1.28: Identify, evaluate, and distinguish fact from opinion in a variety of information resources; differentiate between historical facts and interpretations, recognizing that the facts the historian reports reflects his or her judgment of what is most significant about the past.</p>

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
IOWA	From the Core Curriculum: US History: Understand the role of individuals and groups within a society as promoters of change or the status quo.	From the Core Curriculum: World History: Understand the effects of geographic factors on historical events.	From the Core Curriculum: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
KANSAS	8th Grade Standards: SS-8-HP-S-- Standard: Compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War.	Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750). 3. (K) examines the economic and social consequences of European exploration and expansion (e.g., rise of European power, mercantilism, Columbian Exchange, impact on indigenous people in North and South America, trans-Atlantic slave trade).	History Standard Benchmark 5 (high school): The student engages in historical thinking skills.
KENTUCKY	8th Grade Standards: 4.2. Benchmark: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War. 4.2.1. Indicator / Proficiency Level:(K) The student explains the issues of nationalism and sectionalism (e.g., expansion of slavery, tariffs, westward expansion, internal improvements, nullification) 4.2.2. Indicator / Proficiency Level:(A) The student discusses the impact of constitutional interpretation during the era (e.g., Dred Scott vs. Sanford, Plessy vs. Ferguson, Lincoln's suspension of Habeas Corpus). 4.2.3. Indicator / Proficiency Level:(K) The student retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, Uncle Tom's Cabin). 4.2.4. Indicator / Proficiency Level:(A) The student explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights).	Big Idea: Historical Perspective Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. SS-H-HP-U-WC1 Students will understand that world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age- 21st Century) to develop chronological understanding and recognize cause-effect relationships and multiple causation.	Primary Standards Historical Perspective. Students will: Develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, internet, diaries, timelines, maps)
LOUISIANA	H-1B-H5. Benchmark / Gle: United States History Era 5: Civil War and Reconstruction (1850-1877) analyzing the origins, major events, and effects of the Civil War and Reconstruction. (1, 2, 3, 4)	High School GLE 19: Explain the origins, developments, and consequences of the transatlantic slave trade.	1. Historical Thinking Skills c. H-1A-H3: Interpreting and evaluating the historical evidence presented in primary and secondary sources (1, 2, 3, 4)
MAINE	9-diploma Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.	6-8 E. History Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.	History standard for secondary grades, C.4.: Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.
MARYLAND	Grade 8 4. Explain how the media, interest groups, and public opinion affected elected officials and government policy prior to the Civil War Indicator * 4. Analyze economic activities, economic decisions, and specialization before and after the Civil War Objectives 1. Describe how differences between the agrarian South and the industrial North heightened tensions 2. Examine the importance of population growth, specialization and trade to economic development prior to the Civil War 3. Describe the economic opportunities and obstacles faced by different individuals and groups of people before and after the Civil War	High School World History. Indicator 1: Examine the limitations to the spread of revolutionary ideals in Europe in spite of continued efforts by people to achieve liberty. Objective: c. Evaluate the failure of the ideals of liberty on the continuation of forced labor systems such as those found in the Americas and Russia Indicator 3: Analyze the impact of and responses to economic imperialism in Asia and Latin America. Objective: f. Analyze the consequences of economic development, elite domination, and the abolition of slavery for peasants, Indian populations, and immigrant laborers.	K-8 State Curriculum for Social Studies contains a Skills and Processes Standard that includes elements of historical thinking. For example, students are required to interpret information from a variety of primary and secondary sources. (Indicator 6.F.1, grades 3-8).

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
MASSACHUSETTS	<p>8th–12th grade</p> <p>4.56. Learning Standard / Outcome: U.S. History I Learning Standards</p> <p>The Civil War and Reconstruction, 1860–1877: Summarize the critical developments leading to the Civil War (the Missouri Compromise (1820)).</p> <p>4.57. (the South Carolina Nullification Crisis (1832-1833)).</p> <p>4.58. (the Wilnot Proviso (1846)).</p> <p>4.59. (the Compromise of 1850).</p> <p>4.60. (the publication of Harriet Beecher Stowe’s Uncle Tom’s Cabin (1851-1852)).</p> <p>4.61. (the Kansas-Nebraska Act (1854)).</p> <p>4.62. (the Dred Scott Supreme Court case (1857)).</p> <p>4.63. (the Lincoln-Douglas debates (1858)).</p> <p>4.64. (John Brown’s raid on Harper’s Ferry (1859)).</p> <p>4.65. (the election of Abraham Lincoln (1860)).</p>	<p>WHI.8 Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies.</p>	<p>Concepts and Skills, Grades 8–12, History and Geography: 8. Interpret the past within its own historical context rather than in terms of present-day norms and values.</p>
MICHIGAN	<p>8th Grade Standard: US.1. Standard: The Coming of the Civil War . . .</p> <p>8-U5.1.4. Grade Level Expectation: Describe how the following increased sectional tensions:</p> <p>8-U5.1.4a. Expectation: The Missouri Compromise (1820)</p> <p>8-U5.1.4b. Expectation: The Wilnot Proviso (1846)</p> <p>8-U5.1.4c. Expectation: The Compromise of 1850 including the Fugitive Slave Act</p> <p>8-U5.1.4d. Expectation: The Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</p> <p>8-U5.1.4e. Expectation: The Dred Scott v. Sandford decision (1857)</p> <p>8-U5.1.4f. Expectation: Changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</p> <p>8-U5.1.5. Grade Level Expectation: Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War.</p> <p>8-U5.1.6. Grade Level Expectation: Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.</p>	<p>5.2.2. Trans-African and Trans-Atlantic Slave Systems</p> <p>Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by</p> <ul style="list-style-type: none"> <li>• using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage (National Geography Standard 11, p. 206)</li> <li>• comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, convey labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)</li> </ul>	<p>Social Studies standard 1.3: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.</p>
MINNESOTA	<p>Civil War and Reconstruction, 1850–1877: The student will demonstrate knowledge of the long- and short-term causes of the Civil War.</p> <p>1.1. Performance indicator:</p> <p>Students will identify and explain the economic, social, and cultural differences between the North and the South.</p> <p>1.2. Performance indicator:</p> <p>Students will understand and analyze the political impact of debates over slavery and growing sectional polarization in key events including the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law, the rise of the Republican Party, the Southern secession movement and the formation of the Confederacy.</p>	<p>Emergence of a Global Age, 1450 AD - 1800 AD: The student will demonstrate knowledge of economic and political interactions among peoples of Europe, Asia, Africa, and the Americas.</p> <p>Benchmark 4. Students will explain the development of the trans-Atlantic African slave trade and its impact on African and American societies.</p> <p>Example 4. Slavery in Christian Europe, in Islamic world practices, in the Americas; the Triangle Trade; Middle Passage; organization of plantation labor and slave resistance.</p>	<p>Historical Skills, Grades 9–12, A. Historical Inquiry: The student will analyze historical evidence and draw conclusions.</p>
MISSISSIPPI	<p>8th grade standard: 3 a. Objective:</p> <p>Identify the causes and effects of the Civil War and the Reconstruction.</p>	<p>Sixth grade:</p> <p>1. Examine characteristics of societies in the Western Hemisphere and trace their development.</p>	<p>Grades 9–12</p> <p>US History 4. Demonstrate the ability to apply and interpret social studies tools (e.g., timelines, maps, globes, a compass, technology, primary and secondary documents, political cartoons, etc.) (C, H, G, E)</p> <p>a. Interpret special purpose maps, primary/secondary sources, and political cartoons.</p>

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
MISSOURI	Students . . . will acquire a solid foundation which includes knowledge of 2. continuity and change in the history of Missouri, the United States and the world 8th grade standard: UH.2.H.8.a Concept: Gle / Benchmark: Understanding the causes and consequences of the Civil War Interpret political, economic and social causes and consequences of the Civil War and Reconstruction	Students . . . will acquire a solid foundation which includes knowledge of 2. continuity and change in the history of Missouri, the United States and the world	Grades 9-12, Standard IA, 1.2. conduct research, including field inquiries, to answer questions and evaluate information and ideas.
MONTANA	None found	None	Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
NEBRASKA	12.1.3. Indicator / Skill: By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction. 12.1.3.1. Gle / Indicator: Discuss the causes and effects of slavery. 12.1.3.2. Gle / Indicator: Explain the States' Rights Doctrine. 12.1.3.3. Gle / Indicator: Discuss tariffs and trade. 12.1.3.4. Gle / Indicator: Describe the settlement of the Western United States. 12.1.3.5. Gle / Indicator: Explain Secession.	12.2.8 Students will describe 19th century political developments in Europe, and their impact on the world. Example indicators: Outline the abolition of slavery and slave trade. 12.2.9 Students will analyze and explain the effects of the Industrial Revolution Example indicator: Explain the evolution of work and labor, e.g., the slave trade, mining, manufacturing, and the union movement.	Standard 8.4.2: By the end of eighth grade, students will demonstrate skills for historical analysis.
NEVADA	Content Standard H2.0 - Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. Grades 6-8 H2.16-8.19 Identify and describe the causes, key people, and events of the Civil War.	12th grade Standard 5.12.12 : Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.	Social Studies Skills: . . . To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. . . These skills are an integral part of the study of social studies and are taught as an integral part with the content standards. 9-12 • Analyze and interpret primary sources to answer a historical question.
NEW HAMPSHIRE	"5.2.12.4. Grade Level Expectation: Utilize regions to analyze geographic issues, e.g., the cotton South v. the industrial North prior to the Civil War or tensions within the European Union. K-12 Themes Theme A: Conflict and Cooperation • This theme would include successful and failed efforts at the resolution of conflict and the creation of cooperation between individuals, groups and organizations at the local and national level, and between groups and nations on the international stage. • Examples of such efforts are local attempts at conservation, the writing of the New Hampshire/U.S. Constitution, the causes of the American Civil War, international trade agreements.	9-12th grade standards SS: WH-4: Economic Systems & Technology SS: WH:12.4.3: Analyze the development and impact of various labor systems, e.g., slavery, the medieval guilds, or wage labor.	Skill 2.1.B: Students will be able to comprehend the wide range of social studies-related materials by using skills: 5. Test the validity of information by using such criteria as source, objectivity, technical correctness, currency.
NEW JERSEY	Grade 8 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.... 5. Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.	Grade 12 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. 1. The Emergence of the First Global Age: Global Interactions and Colonialism ... 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	6.3 Active Citizenship in the 21st Century.... Grade 12 Active citizens in the 21st century: • Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
NEW JERSEY, 2008	<p>6.2.B.3. Grade Level Expectation: Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13–15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.</p> <p>6.4.G. Civil War and Reconstruction (1850–1877)</p> <p>1. Explain the major events, issues, and personalities of the American Civil War including:</p> <ul style="list-style-type: none"> <li>• The causes of the Civil War (e.g., slavery, states’ rights)</li> <li>• Sectionalism</li> <li>• The Dred Scott and other Supreme Court decisions</li> <li>• The role of women</li> <li>• The role of African Americans</li> <li>• The Gettysburg Address</li> <li>• The Emancipation Proclamation</li> </ul>		<p>6.1: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics. Benchmark 4: Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.</p>
NEW MEXICO	<p>5th–8th grade 6. explain how sectionalism led to the Civil War, to include:</p> <p>a. different economies that developed in the north, south and west; addition of new states to the Union and the balance of power in the United States Senate (Missouri and 1850 Compromises);</p> <p>b. extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown);</p> <p>c. presidential election of 1860, Lincoln’s victory and the south’s secession;</p>	<p>Grades 9–12 1.C. Benchmark: World: Analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>1-C.4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include:</p> <ul style="list-style-type: none"> <li>... d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)</li> </ul>	<p>5-8 Benchmark 1-D—Skills: Research historical events and people from a variety of perspectives.</p> <p>4. Show the relationship between social contexts and events.</p>
NEW MEXICO, 2008	<p>I-B. Benchmark: United States</p> <p>Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p> <p>I-B.6a. G1e / Proficiency: Explain how sectionalism led to the Civil War, to include different economies that developed in the North, South, and West.</p>		<p>5-8 Benchmark 1-D—Skills: Research historical events and people from a variety of perspectives. 4. Show the relationship between social contexts and events.</p>
NEW YORK	<p>1.3.2. Performance Indicator: Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; the American labor movement; Great Depression; World Wars; contemporary United States).</p>	<p>Standard 2: World History</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>Global History and Geography Learning Standard: 2</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>Content: ...f. 19th-century anti-slave trade legislation</p>	<p>Intermediate: 4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weight the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>
NORTH CAROLINA	<p>Creation and Development of the State: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.</p> <p>4.01. Competency Goal / Objective: Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p>	<p>9th grade</p> <p>Competency Goal 6</p> <p>Patterns of Social Order - The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.</p> <p>Objective 6.01 - Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.</p>	<p>Competency Goal 1.1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.</p>

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
NORTH DAKOTA	None found	9-12.2.13 Explain the growth and expansion of global economies and their impact on world regions (e.g., mercantilism, slavery, colonialism, Silk Road, salt trade).	Employ, interpret, and evaluate historical documents (e.g., primary and secondary sources, fact and fiction) to enhance the understanding of social studies content.
OHIO	8th grade standards: 1.G. Benchmark / Grade Level Indicator: Analyze the causes and consequences of the American Civil War.	9th grade standards: 1.B. Analyze and evaluate the influence of various forms of citizen action on public policy including: The international movement to abolish the slave trade and slavery.	By the end of the 9-10 program: A. Evaluate the reliability and credibility of sources.
OKLAHOMA	Standard 10: The student will examine and describe how the North and South differed and how politics and ideologies led to the Civil War. 1. Identify and explain the economic, social, and cultural sectional differences between the North and the South. 2. Examine how the invention of the cotton gin, the demand for cotton in northern and European textile factories, and the opening of new lands in the South and West led to the increased demand for slaves. 3. Evaluate the importance of slavery as a principal cause of the conflict. 4. Explain how the Compromise of 1850, the publication of Uncle Tom's Cabin, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid on Harper's Ferry contributed to and increased sectional polarization. 5. Discuss the significance of the presidential election of 1860, including the issues, personalities, and results.	Standard 12: The student will analyze the impact of European expansion into the Americas, Africa, and Asia.... 2. Analyze migration, settlement patterns, and cultural diffusion, including the exchange of technology, ideas, and agricultural practices, the introduction of new diseases, and trade in slaves, gold, furs, and tobacco.	Grade 8: Develop and apply cause and effect reasoning and chronological thinking to past, present, and potential future situations
OKLAHOMA, 2008	The student will analyze causes, key events, and effects of the Civil War era. 2.1. Objective: Examine the economic and philosophical differences between the North and South, as exemplified by such persons as Daniel Webster and John C. Calhoun. 2.2. Objective: Trace the events leading to secession and war (e.g., the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case).		Grade 8: Develop and apply cause and effect reasoning and chronological thinking to past, present, and potential future situations
OREGON	8th grade standards: 4.6.1.h. Grade Level Example: Identify and understand the events that led to the Civil War. 4.6.1.i. Grade Level Example: Understand the political, economic, and social causes, course, and impact of the Civil War.	SS.HS.05.04 Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.	Interpret and reconstruct chronological relationships.
PENNSYLVANIA	None found	D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe. • Domestic Instability • Ethnic and Racial Relations • Labor Relations...	Grade 12: Synthesize and evaluate historical sources. 1. Literal meaning of historical passages. 2. Data in historical contemporary maps, graphs and tables. 3. Different historical perspectives. 4. Data presented in maps, graphs and tables. 5. Visual data presented in historical evidence.
RHODE ISLAND	C&G 5 (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by ... a. identifying and discussing factors that lead to the breakdown of order among societies and the resulting consequences (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)	None	HP 1 (9-12) –1a : Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and nonprint sources (e.g., RI Constitution, art, oral history, writings of Elizabeth Buffum Chace).

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
SOUTH CAROLINA	The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America. USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.	HS Global Studies Standard GS-4: The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century.	0. Consider multiple perspectives of documents and stories
SOUTH DAKOTA	Eight Grade/Advanced (Performance descriptor) Describe how westward expansion contributed to the Civil War. <ul style="list-style-type: none"> <li>defend the position of each side in the American Revolution and Civil War;</li> </ul> 8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period. <ul style="list-style-type: none"> <li>Outline the major sources of conflict.</li> </ul> Example: political, geographical, and economic differences <ul style="list-style-type: none"> <li>Identify key individuals and explain their roles in the Civil War.</li> </ul> Examples: Daniel Webster, John C. Calhoun, Abraham Lincoln, John Brown, Jefferson Davis, Stephen Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant	Grades 9-12 Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions. Advanced HS Standards 9-12.W.2.1A. Describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.	None found
TENNESSEE	Era 5 - Civil War and Reconstruction (1850-1877) 8.5.18 Recognize the causes, course, and consequences of the Civil War. 1. Identify sectional differences that led to the Civil War.	4.2 Identify how cooperation and conflict among people influence the division and control resources, rights, and privileges. At Level 2, the student is able to compare and contrast roles of individuals in different forms of governance. (e.g., state authority, aristocratic society, taxation systems, slavery, coerced labor).	Four historical process skills are integrated into standards documents, e.g., students will be able to comprehend the significance of historical data using a variety of analytical skills.
TEXAS	8th Grade: (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (A) analyze the impact of tariff policies on sections of the United States before the Civil War; (B) compare the effects of political, economic, and social factors on slaves and free blacks; (C) analyze the impact of slavery on different sections of the United States; and (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.	(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to: (A) compare the causes, characteristics of the American and French revolutions emphasizing the Enlightenment, the Glorious Revolution, and religion.	High School Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (D) understand how historians interpret the past (historiography) and how their interpretations of history may change over time.
TEXAS, 2008	8th Grade Standard: The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. 8.7. (A) Student Expectation: Analyze the impact of tariff policies on sections of the United States before the Civil War. 8.7. (B) Student Expectation: Compare the effects of political, economic, and social factors on slaves and free blacks. 8.7. (C) Student Expectation: Analyze the impact of slavery on different sections of the United States. 8.7. (D) Student Expectation: Compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.		

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
UTAH	<p>Grade 10 1.3c. Evaluate the causes, course, and consequences of the Civil War.</p> <p>10th Grade Standard: Analyze the growth and division of the United States from 1820 through 1877. 1.3.c. Indicator: Evaluate the causes, course, and consequences of the Civil War</p> <p>8th Grade Standard: Students will understand the significance of the Civil War Era to the United States. 9.1. Objective: Analyze differences and events that led to the Civil War. 9.1.a. Indicator: Describe the cultural differences between the North and the South. 9.1.b. Indicator: Examine the sectional economic differences of the United States; e.g. slavery, industry, agriculture, geography. 9.1.c. Indicator: Analyze how states' rights led to conflict between the North and the South. 9.1.d. Indicator: Trace the failure of compromise to ease sectional differences; e.g. Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act. 9.1.e. Indicator: Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, Uncle Tom's Cabin, and Fugitive Slave Law. 9.1.f. Indicator: Assess how the election of 1860 led to secession.</p>	<p>Standard 4 Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies. Objective 1 Assess the importance of intellectual and cultural change on early modern society. c. Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment. d. Examine the roles and conditions of men, women, and children in European monarchies.</p>	<p>None found</p>
UTAH, 2008			<p>United States History 1, Standard 2: Students will investigate the relationship between events of different time periods.</p>
VERMONT	<p>6.4 Civil War/Reconstruction (1850-1877) Investigate the social, political and economic causes of the Civil War</p>	<p>Historical Connections 6.4 Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations world wide, to interpret the influence of the past on the present.</p>	<p>Students understand the varied uses of evidence and data, and use both to make interpretations concerning public issues.</p>
VERMONT, 2008	<p>6.4 Civil War/Reconstruction (1850-1877) Investigate the social, political and economic causes of the Civil War</p>		<p>Students understand the varied uses of evidence and data, and use both to make interpretations concerning public issues.</p>
VIRGINIA	<p>Expansion and Reform: 1801 to 1860: The student will demonstrate knowledge of the major events during the first half of the nineteenth century by describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union. VUS.6.c.1. Essential Knowledge, Skills, And Processes: Essential Understandings Students are expected to know that the nation struggled to resolve sectional issues, producing a series of crises and compromises. VUS.6.c.2. Essential Knowledge, Skills, And Processes: Essential Understandings Students are expected to know that these crises took place over the admission of new states into the Union during the decades before the Civil War. The issue was always whether the number of "free states" and "slave states" would be balanced, thus affecting power in the Congress.</p>	<p>WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by: c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement</p>	<p>The student will develop skills for historical and geographical analysis, including the ability to: a) identify and interpret primary and secondary source documents to increase understandings of events and life in United States history to 1877.</p>

# APPENDIX: EXAMPLES OF STANDARDS (CONTINUED)

State Name	Example of U.S. Content Standard: Causes of the Civil War	Example of a World History standard: Eliminating forced labor	Example of Historical Thinking Standard*
WASHINGTON	Grade 8: EARL 4: HISTORY - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future. 4.3.2 Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900). Examples: Presents a position on the causes and outcomes of the Civil War demonstrating understanding of varying viewpoints of the conflict.	Grades 9-10: EARL 4.1.2 Understands how the following themes and developments help to define eras in world history: <ul style="list-style-type: none"> <li>• Global expansion and encounter (1450—1750).</li> <li>• Age of revolutions (1750—1917).</li> <li>• International conflicts (1870—present).</li> <li>• Emergence and development of new nations (1900—present).</li> <li>• Challenges to democracy and human rights (1945—present).</li> </ul> Examples: Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism...	Social Studies EARL 4: HISTORY - The student understands and applies knowledge of historical thinking
WEST VIRGINIA	Grade 5 SS.0.05.05.10 Identify causes, major events and important people of the Civil War and explain why various reconstruction plans succeeded or failed.	Grade 6 SS.0.06.05.05 Objective: Students will examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.	History: Students will examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology); use the processes and resources of historical inquiry to gather, examine, compare, analyze and interpret historical data (Skills and Application)... SS.9.5.24. Objective: Students will identify, analyze and interpret primary sources (e.g., artifacts, diaries, letters, photographs, art, documents, newspapers)...
WEST VIRGINIA, 2008	SS.9.5.18. Objective: Students will analyze and sequence the causes and effects of the major events of the Civil War and reconstruction.		History: Students will examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology); use the processes and resources of historical inquiry to gather, examine, compare, analyze and interpret historical data (Skills and Application) ... Students will identify, analyze and interpret primary sources (e.g., artifacts, diaries, letters, photographs, art, documents, newspapers) and contemporary media (e.g., television, movies, computer information systems) to better understand events and life in the United States to 1900.
WISCONSIN	Content Standard B. Historical Eras and Themes While studying United States history, students in grades 5-12 will learn about the Civil War and Reconstruction, 1861-1877	B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.	By the end of grade twelve, students will: B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
WYOMING	None found	None	None found
WYOMING, 2008	None found		
			*Note: Examples include standards primarily focused on historical thinking and standards that come closest to that designation. See data on pp. XX as to whether this example merited a full historical thinking designation.



## ACKNOWLEDGMENTS

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We wish to thank the following people for their assistance in verifying the data for this report and its supplement. However, any existing errors are solely the responsibility of the authors.

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CONGRESS, JULY 4, 1776.

# Declaration of the thirteen united States of America.



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