Council of Chief State School Officers
Wisconsin Center for Education Research

SURVEYS OF ENACTED CURRICULUM©

Teacher Survey
For
Grades K-12
Social Studies

Thank you for agreeing to participate in this survey of instructional practices and content. This survey is part of a collaborative effort to provide education researchers, policymakers, administrators, and most importantly, teachers like yourself with comparative information about instruction in districts participating in the SEC Collaborative or in associated initiatives from states and districts around the country. To learn more about the surveys of enacted curriculum and their use in other projects, please visit the project website; http://www.secsurvey.org

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with staff in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You may withdraw from the study simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

Council of Chief State School Officers
Wisconsin Center for Education Research

SURVEYS OF ENACTED CURRICULUM©

Survey Of Instructional Practices
Teacher Survey
Grades K-12
Social Studies

Social Studies Instruction: For all questions about classroom practices, please refer only to activities in the social studies class that you teach. If you teach more than one social studies class, select the first class that you teach each week. If you teach a split class (i.e., the class is split into more than one group for social studies instruction), select only one group to describe as the target class.

Reporting Period: Most recent school year (current year, if reporting after March 1st)

Reporting Period: Most recent school year (current year, if reporting after March 1st)

Instructions for Selecting the Target Class

Social Studies Instruction: *For all questions about classroom practices, please refer only to activities in the social studies class that you teach. If you teach more than one social studies class, select the first class that you teach each week. If you teach a split class (i.e., the class is split into more than one group for social studies instruction), select only one group to describe as the target class.*

Please read each question and the possible responses carefully, and then mark your response by filling in the appropriate circle in the response section. A pen or pencil may be used to complete the survey.

SCHOOL DESCRIPTION

1 Which of these categories best describes the way your social studies classes at this school are organized? (Check all that apply)

☐ Departmentalized Instruction

☐ Taught by Subject-Area Specialist (non-departmental)

☐ Self-Contained (e.g., teach multiple subjects)

☐ Team Taught

2 If your school is departmentalized, or you are a subject area specialist, how many different social studies classes do you currently teach?

⓪ ① ② ③ ④ ⑤ ⑥ ⑦
(Number of classes taught)

CLASS DESCRIPTION

3 Which term best describes the target class, or course, you are teaching?

⓪ Other
① Social Studies
② Civics/Pol.Sci./Law/Gov.
③ Economics
④ Geography

⑤ State History
⑥ US History
⑦ World History
⑧ Anthropology, Psychology, Sociology

Special Designation:
① Advanced placement
② International Baccalaureate
③ Dual or concurrent enrollment

4 What is the grade level of most of the students in the target class?

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	①	②
K	1	2	3	4	5	6	7	8	9	10	11	12

CLASS DESCRIPTION (cont.)

5 Is the target class required or elective?

Required   Elective
①   ②

6 How many students are in the target class?

⓪ 10 or fewer	③ 21 to 25
① 11 to 15	④ 26 to 30
② 16 to 20	⑤ 31 or more

7 How many students in the target class have IEPs and/or are learning disabled?

⓪ 10 or fewer	③ 21 to 25
① 11 to 15	④ 26 to 30
② 16 to 20	⑤ 31 or more

8 What percentage of the students in the target class are <u>female</u>? (Mark nearest 10%)

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Less than 10	10	20	30	40	50	60	70	80	90+ %

9 What percentage of the students in the target class are <u>not</u> Caucasian? (Mark nearest 10%)

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Less than 10	10	20	30	40	50	60	70	80	90+ %

10 <u>During a typical week</u>, approximately how many hours will the target class spend in social studies instruction?

Total number of instructional hours=   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

11 What is the average length of each class period for the target social studies class?

⓪ Not applicable	④ 61 to 90 minutes
① 30 to 40 minutes	⑤ 91 to 120 minutes
② 41 to 50 minutes	⑥ Varies due to block scheduling or integrated instruction
③ 51 to 60 minutes	

12 For how many weeks will the target social studies class meet this school year in total?

Total number of weeks=

⓪	①	②
1 to 12	13 to 24	25 or more

13 What is the achievement level of most of the students in the target class, compared to national norms?

⓪ High Achievement Levels
① Average Achievement Levels
② Low Achievement Levels
③ Mixed Achievement Levels

14 What percentage of students in the target class are Limited English Proficient (LEP)?

⓪	①	②	③	④
None	Less than 10%	10%-25%	26%-50%	More than 50%

15 What is considered <u>most</u> in scheduling students into the target class?

⓪ Ability or prior achievement	③ Parent request
① Limited English proficiency	④ Student decision
② Teacher recommendation	⑤ No one factor more than another

HOMEWORK (work assigned to be completed *outside of class*)

Answer the following questions with regard to your target class:

16 How often do you usually assign social studies homework to be completed outside of class?
- ⓪ Never (Skip to # 28)
- ① Less than once per week
- ② Once or twice per week
- ③ Three to four times per week
- ④ Every day

17 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?
- ① Less than 15 minutes
- ② From 15 to 30 minutes
- ③ From 31 to 60 minutes
- ④ From 61 to 90 minutes
- ⑤ More than 90 minutes

18 Does homework completed outside of class count towards student grades?
- ⓪ Never
- ① Usually does not
- ② Usually does
- ③ Always does

19 How often do you assign homework to be completed in a small group outside of class?
- ⓪ Never
- ① Less than once per week
- ② Once or twice per week
- ③ Three to four times per week
- ④ Every day

20 What is the usual purpose of homework in this class?
- ⓪ Finish class work
- ① Prepare for tests
- ② More in-depth study of a topic
- ③ Application of class concepts

AMOUNT OF HOMEWORK TIME

0 - None
1 - Little *(Less than 10% of homework time outside of class)*
2 - Some *(10-25% of homework time outside of class)*
3 - Moderate *(26-50% of homework time outside of class)*
4 - Considerable *(More than 50% of homework time outside of class)*

What percentage of the time that students in the target class spend on social studies homework done *outside of class* do you expect them to:	None	Little	Some	Moderate	Considerable
21 Answer questions or complete exercises or activities from a textbook or worksheet	⓪	①	②	③	④
22 Read materials in preparation for class	⓪	①	②	③	④
23 Explain their reasoning or thinking in drawing a conclusion	⓪	①	②	③	④
24 Work on a demonstration of real-world applications	⓪	①	②	③	④
25 Collect data as part of social studies homework	⓪	①	②	③	④
26 Work on an assignment, report, or project that takes longer than a week to finish	⓪	①	②	③	④
27 Solve novel or non-routine social studies problems	⓪	①	②	③	④

INSTRUCTIONAL ACTIVITIES IN SOCIAL STUDIES

Listed below are questions about the types of activities ***that students in the target class*** may engage in during social studies instruction. Please estimate the relative amount of time a typical student in your class will spend engaged in *each activity* over the course of a <u>school year</u>. The activities are not necessarily mutually exclusive; across activities, **your answers will probably exceed 100%**. <u>Consider each activity on its own</u>, estimating the range that best indicates the relative amount of social studies instructional time that a typical student in your target class engages in over the course of a school year for that category.

AMOUNT OF INSTRUCTIONAL TIME

0 - None
1 - Little *(Less than 10% of instructional time for the school year)*
2 - Some *(10-25% of instructional time for the school year)*
3 - Moderate *(26-50% of instructional time for the school year)*
4 - Considerable *(More than 50% of instructional time for the school year)*

How much of the social studies instructional time in the target class do students use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
28 Watch the teacher explain social studies concepts or terms	⓪	①	②	③	④
29 Read about social studies in books, magazines, or articles (**not** textbooks)	⓪	①	②	③	④
30 Present or demonstrate to the whole class	⓪	①	②	③	④
31 Participate in debates or panel discussions	⓪	①	②	③	④
32 Collect data related to social studies inquiry	⓪	①	②	③	④
33 Work individually on social studies exercises, problems, or tasks	⓪	①	②	③	④
34 Work in pairs or small groups on social studies exercises, problems, or tasks	⓪	①	②	③	④
35 Do a social studies activity with the class outside the classroom, e.g., take a field trip	⓪	①	②	③	④
36 Use computers or other technology to learn social studies	⓪	①	②	③	④
37 Maintain and reflect on a social studies portfolio of their own work	⓪	①	②	③	④
38 Take a quiz or test	⓪	①	②	③	④
39 Discuss current events	⓪	①	②	③	④
40 Analyze different perspectives	⓪	①	②	③	④

Listed below are some questions (items 41-73) about what students in the target class do in social studies. For each activity pick one of the choices to indicate the percentage of instructional time that students are doing each activity. Please think of an average student in the class while responding.

AMOUNT OF INSTRUCTIONAL TIME **(working individually)**

0 - None
1 - Little *(Less than 10% of instructional time working individually)*
2 - Some *(10-25% of instructional time working individually)*
3 - Moderate *(26-50% of instructional time working individually)*
4 - Considerable *(More than 50% of instructional time working individually)*

When students in the target class are engaged *individually* in exercises, problems, investigations, or tasks as part of social studies instruction, how much of that time do they:

	None	Little	Some	Moderate	Considerable
41 Find information in a textbook and/or complete a worksheet	⓪	①	②	③	④
42 Solve real-world social studies problems (e.g., problems that require novel or non-formulaic thinking)	⓪	①	②	③	④
43 Assess the accuracy, credibility, and relevance of social studies materials	⓪	①	②	③	④
44 Explain their reasoning or thinking in solving a problem, using several sentences orally or in writing	⓪	①	②	③	④
45 Apply social studies concepts to real-world problems or situations	⓪	①	②	③	④
46 Make predictions and/or generate hypotheses	⓪	①	②	③	④
47 Analyze data to make inferences or draw conclusions	⓪	①	②	③	④
48 Work on a problem or project that takes at least 45 minutes to complete	⓪	①	②	③	④

AMOUNT OF INSTRUCTIONAL TIME *(in pairs or small groups)*

0 - None
1 - Little *(Less than 10% of instructional time in pairs or small groups)*
2 - Some *(10-25% of instructional time in pairs or small groups)*
3 - Moderate *(26-50% of instructional time in pairs or small groups)*
4 - Considerable *(More than 50% of instructional time in pairs or small groups)*

When students in the target class work in *small groups or pairs* on exercises, problems, investigations, or tasks as part of social studies instruction, how much of that time do they:

	None	Little	Some	Moderate	Considerable
49 Find information in a textbook and/or complete a worksheet	⓪	①	②	③	④
50 Solve non-routine social studies problems (e.g., problems that require novel or non-formulaic thinking)	⓪	①	②	③	④
51 Use higher order thinking	⓪	①	②	③	④
52 Talk about their reasoning or thinking in solving a problem or answering a social studies question	⓪	①	②	③	④
53 Apply social studies concepts to real-world problems or situations	⓪	①	②	③	④
54 Make predictions and/or generate hypotheses	⓪	①	②	③	④
55 Analyze data to make inferences or draw conclusions	⓪	①	②	③	④
56 Work on a problem or project that takes at least two class periods to complete	⓪	①	②	③	④
57 Prepare and/or present information to others	⓪	①	②	③	④
58 Participate in simulations	⓪	①	②	③	④

AMOUNT OF INSTRUCTIONAL TIME *(collecting data)*
0 - None
1 - Little *(Less than 10% of instructional time collecting data)*
2 - Some *(10-25% of instructional time collecting data)*
3 - Moderate *(26-50% of instructional time collecting data)*
4 - Considerable *(More than 50% of instructional time collecting data)*

When students in the target class *collect data related to social studies inquiry,* how much of that time do they:	None	Little	Some	Moderate	Considerable
59 Work with primary sources (e.g., documents, diaries, or raw data) to understand concepts	⓪	①	②	③	④
60 Handle objects and artifacts	⓪	①	②	③	④
61 Represent social studies data using models, charts, graphs, exhibits, and maps	⓪	①	②	③	④
62 Collect data by observing, conducting surveys, or using primary source records	⓪	①	②	③	④
63 Use secondary sources to collect data related to social studies inquiry	⓪	①	②	③	④
64 Collect references, citations, and other information using library or internet searching tools	⓪	①	②	③	④
65 Present information to others using artifacts, models, or representations	⓪	①	②	③	④
66 Assess accuracy, credibility, and relevance of primary and/or secondary sources	⓪	①	②	③	④

AMOUNT OF INSTRUCTIONAL TIME *(using calculators, computers, or other educational technology)*

0-None
1-Little *(Less than 10% of instructional time using calculators, computers, or other educational technology)*
2-Some *(10-25 % of instructional time using calculators, computers, or other educational technology)*
3-Moderate *(26-50% of instructional time using calculators, computers, or other educational technology)*
4-Considerable *(More than 50% of instructional time using calculators, computers, or other educational technology)*

When students in the target class are engaged in activities that involve the use of *computers, GIS, graphing calculators, palm pilots, or other educational technology* as part of social studies instruction, how much of that time do they:	None	Little	Some	Moderate	Considerable
67 Learn facts and provide information	⓪	①	②	③	④
68 Practice skills	⓪	①	②	③	④
69 Develop understanding of concepts	⓪	①	②	③	④
70 Retrieve or exchange data or information (e.g., using Internet or interacting with another class)	⓪	①	②	③	④
71 Create or display information in a slideshow or on a webpage(s)	⓪	①	②	③	④
72 Use geographic information system (GIS) for data analysis and/or map creation	⓪	①	②	③	④
73 Assess accuracy, credibility, and relevance of information retrieved from electronic sources	⓪	①	②	③	④

ASSESSMENTS

For items 74-81, please indicate how often you use each of the following strategies when assessing students in the target social studies class.	Never	1 - 8 times per **year**	1 - 3 times per **month**	1 - 3 times per **week**	4 - 5 times per **week**
74 Objective items (e.g., multiple choice, true/false, fill in the blank)	⓪	①	②	③	④
75 Short answer questions (1-4 sentences)	⓪	①	②	③	④
76 Extended response item (e.g., 2-3 paragraphs) for which student must explain or justify solution, opinion, or information	⓪	①	②	③	④
77 Performance tasks or events	⓪	①	②	③	④
78 Individual or group demonstration or presentation	⓪	①	②	③	④
79 Social studies projects that are long-term and multi-tasked	⓪	①	②	③	④
80 Portfolios (compilation of work over time-sharing progress toward an objective)	⓪	①	②	③	④
81 Systematic observation of students	⓪	①	②	③	④

ASSESSMENT CHARACTERISTICS

EXTENT OF USE (___answers may exceed 100% across items___ *)*

0 - None
1 - Little *(Less than 10% of assessment for the school year)*
2 - Some *(10-25% of assessment for the school year)*
3 - Moderate *(26-50% of assessment for the school year)*
4 - Considerable *(More than 50% of assessment for the school year)*

For items 82-90, please indicate the extent to which the following characteristics describe your assessment practices for the target class.	None	Little	Some	Moderate	Considerable
82 Assessment focusing on applying understandings and knowledge	⓪	①	②	③	④
83 Assessment using authentic contexts (e.g., real-world application and problems connected to the world)	⓪	①	②	③	④
84 Providing feedback to develop further student understanding	⓪	①	②	③	④
85 Assessment requiring students to explain, reason, support conclusions, and use appropriate sources as evidence	⓪	①	②	③	④
86 Use of rubrics to analyze student work	⓪	①	②	③	④
87 Use of assessment results to adjust teaching methods	⓪	①	②	③	④
88 Student evaluation of their own work	⓪	①	②	③	④
89 Assessment of information recall	⓪	①	②	③	④
90 Assessment of basic social studies skills (e.g., map reading)	⓪	①	②	③	④

INSTRUCTIONAL INFLUENCES

For items 91-100, please indicate the degree to which each of the following influences what you teach in the target social studies class.

		Not Applicable	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
91	Your state's curriculum framework or content standards	⓪	①	②	③	④	⑤
92	Your district's curriculum framework, standards, or guidelines	⓪	①	②	③	④	⑤
93	Textbook and/or instructional materials	⓪	①	②	③	④	⑤
94	State tests or results from test	⓪	①	②	③	④	⑤
95	District tests or results from test	⓪	①	②	③	④	⑤
96	National social studies education standards (NCSS or subject-specific standards)	⓪	①	②	③	④	⑤
97	Your pre-service preparation (i.e., your undergraduate education, student teaching)	⓪	①	②	③	④	⑤
98	Students' special needs	⓪	①	②	③	④	⑤
99	Parental or community preferences	⓪	①	②	③	④	⑤
100	Preparation of students for the next grade or level	⓪	①	②	③	④	⑤

CLASSROOM INSTRUCTIONAL READINESS

For items 101-116, please indicate how well prepared you are to:	Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
101 Teach social studies at your assigned level/course	⓪	①	②	③
102 Develop literacy skills (e.g., reading comprehension and vocabulary)	⓪	①	②	③
103 Develop writing skills	⓪	①	②	③
104 Integrate social studies with other subjects	⓪	①	②	③
105 Provide instruction that meets social studies content standards (e.g., district, state, or national)	⓪	①	②	③
106 Use a variety of assessments (e.g., objective and open-ended formats, portfolios, etc.)	⓪	①	②	③
107 Teach problem-solving strategies	⓪	①	②	③
108 Teach social studies with primary sources, such as documents, diaries, and raw data	⓪	①	②	③
109 Teach students with disabilities	⓪	①	②	③
110 Teach classes of students with diverse abilities and learning styles	⓪	①	②	③
111 Teach social studies to students from a variety of cultural backgrounds	⓪	①	②	③
112 Teach social studies to students who have limited English proficiency	⓪	①	②	③
113 Effectively facilitate classroom discussions	⓪	①	②	③
114 Incorporate controversial issues into the social studies classroom	⓪	①	②	③
115 Organize and manage the classroom	⓪	①	②	③
116 Effectively facilitate small group or paired students classrooms	⓪	①	②	③

TEACHER OPINIONS AND BELIEFS

For items 117-136, please indicate your opinion about each of the statements below:	Strongly Disagree	Disagree	Neutral / Undecided	Agree	Strongly Agree
117 Students learn social studies best when they ask a lot of questions.	⓪	①	②	③	④
118 Problem-based social studies classes are more effective than textbook-based classes.	⓪	①	②	③	④
119 Students should learn social studies skills before getting into specific content.	⓪	①	②	③	④
120 I am supported by colleagues to try out new ideas in teaching social studies.	⓪	①	②	③	④
121 Policies at this school encourage the teaching of controversial issues in social studies.	⓪	①	②	③	④
122 Social studies teachers in this school regularly observe each other teaching classes.	⓪	①	②	③	④
123 Social studies teachers in this school trust each other.	⓪	①	②	③	④
124 It's OK in this school to discuss feelings, worries, and frustrations with other social studies teachers.	⓪	①	②	③	④
125 Social studies teachers in this school contribute actively to making decisions about the curriculum.	⓪	①	②	③	④
126 It's OK in this school to discuss feelings, worries, and frustrations with the leadership staff.	⓪	①	②	③	④
127 The leadership staff takes a personal interest in the professional development of the teachers.	⓪	①	②	③	④
128 All students can learn challenging content in social studies.	⓪	①	②	③	④
129 Students learn social studies best in classes with students of similar abilities.	⓪	①	②	③	④
130 Student absenteeism is a problem in my class.	⓪	①	②	③	④
131 I have adequate time during the regular school week to teach social studies content.	⓪	①	②	③	④
132 I enjoy teaching social studies.	⓪	①	②	③	④
133 I make a difference teaching social studies.	⓪	①	②	③	④
134 I think social studies is an integral part of the overall curriculum.	⓪	①	②	③	④
135 I have adequate curriculum materials available for instruction.	⓪	①	②	③	④
136 There are adequate opportunities for professional development related to social studies in my region/state/district.	⓪	①	②	③	④

PROFESSIONAL DEVELOPMENT ACTIVITIES IN SOCIAL STUDIES EDUCATION

In answering the following items, consider all the professional development activities related to social studies <u>content</u> **or** social studies <u>education</u> that you have participated in **since June 1st of last year**. Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer-term professional learning opportunities, for example, of a week or longer in duration.

How Often?		How many hours?	
⓪ Never ③ 3-4 times		⓪ N/A ③ 16-35	
① Once ④ 5-10 times		① 1-6 hrs. ④ 36-60	
② Twice ⑤ >10 times		② 7-15 hrs. ⑤ 61+ hrs.	

137 For the time period referenced above, <u>how often</u>, and for how many <u>total hours</u>, have you participated in *workshops or in-service training* related to social studies or social studies education?

⓪ ① ② ③ ④ ⑤   ⓪ ① ② ③ ④ ⑤

138 For the time period referenced above, <u>how often</u>, and for how many <u>total hours</u>, have you <u>attended</u> *summer institutes* related to social studies or social studies education?

⓪ ① ② ③ ④ ⑤   ⓪ ① ② ③ ④ ⑤

139 For the time period referenced above, <u>how often</u> have you taken *formal college courses* related to social studies or social studies education and <u>about how many total hours</u> did you spend <u>in class</u>?

⓪ ① ② ③ ④ ⑤   ⓪ ① ② ③ ④ ⑤

140 How often and for how many hours have you improved your knowledge and skills for teaching social studies through other activities in school or with colleagues?

⓪ ① ② ③ ④ ⑤   ⓪ ① ② ③ ④ ⑤

Since June 1st of last year, <u>how frequently</u> have you engaged in each of the following activities related specifically to the teaching and learning of social studies ?

	Never	Once or twice a <u>year</u>	Once or twice a <u>term</u>	Once or twice a <u>month</u>	Once or twice a <u>week</u>	Almost <u>daily</u>
141 Attended conferences related to social studies or social studies education	⓪	①	②	③	④	⑤
142 Participated in teacher study groups	⓪	①	②	③	④	⑤
143 Participated in teacher networks, or collaboratives of teachers supporting professional development	⓪	①	②	③	④	⑤
144 Acted as a coach or mentor to other teachers or staff in your school	⓪	①	②	③	④	⑤

Since June 1st of last year, <u>how frequently</u> have you engaged in each of the following activities related specifically to the teaching and learning of social studies ?

		Never	Once or twice a <u>year</u>	Once or twice a <u>term</u>	Once or twice a month	Once or twice a <u>week</u>	Almost <u>daily</u>
145	Received coaching or mentoring	⓪	①	②	③	④	⑤
146	Participated in a committee or task force focused on curriculum and instruction	⓪	①	②	③	④	⑤
147	Engaged in informal self-directed learning (e.g., discussed social studies or social studies education topics with colleagues, read a journal article on social studies or social studies education, or used the Internet to enrich knowledge and skills)	⓪	①	②	③	④	⑤

Thinking again about all of your professional development activities in social studies or social studies education since June 1st of last year, how often have you?

		Never	Rarely	Sometimes	Often
148	Observed demonstrations of teaching techniques	⓪	①	②	③
149	Led group discussions	⓪	①	②	③
150	Developed curricula or lesson plans, which other participants or the activity leader reviewed	⓪	①	②	③
151	Reviewed student work or scored assessments	⓪	①	②	③
152	Developed assessments or tasks as part of a formal professional development activity	⓪	①	②	③
153	Practiced what you learned and received feedback as part of a professional development activity	⓪	①	②	③
154	Received coaching or mentoring in the classroom	⓪	①	②	③
155	Given a lecture or presentation to colleagues	⓪	①	②	③

Still thinking about all of your professional development activities since June 1st of last year, indicate how often they have been:

		Never	Rarely	Sometimes	Often
156	Designed to support the school-wide improvement plan adopted by your school	⓪	①	②	③
157	<u>Aligned</u> with your social studies department or grade-level plan to improve teaching	⓪	①	②	③
158	Supports your course or grade-level plan or school/district curriculum for teaching social studies	⓪	①	②	③
159	Consistent with your own goals for your professional development	⓪	①	②	③
160	Built on what you had learned in earlier professional development activities	⓪	①	②	③
161	Provided follow-up activities that related clearly to what you learned	⓪	①	②	③
162	Provided knowledge in skills for implementing new curriculum materials	⓪	①	②	③

Since June 1st of last year, have you participated in professional development activities in social studies or social studies education in the following ways?

		No	Yes
163	I participated in professional development activities with most or all of the teachers from my school.	⓪	①
164	I participated in professional development activities with most or all of the teachers from my department or grade level.	⓪	①
165	I participated in professional development activities *NOT* attended by other staff members from my school.	⓪	①
166	I discussed what I learned with other teachers in my school or department who did *NOT* attend the activity.	⓪	①

Since June 1st of last year, how much <u>emphasis</u> did your professional development activities in social studies or social studies education place on the following topics?

		None	Minor	Moderate	Major
167	State social studies content standards (e.g., what they are and how they are used)	⓪	①	②	③
168	Alignment of social studies instruction to curriculum	⓪	①	②	③
169	Instructional approaches (e.g., use of inquiry method)	⓪	①	②	③
170	In-depth study of social studies or specific concepts within social studies (e.g., sustainability, using primary source documents, or GIS)	⓪	①	②	③
171	Study of how children learn particular topics in social studies	⓪	①	②	③
172	Individual differences in student learning	⓪	①	②	③
173	Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities, and talented and gifted students)	⓪	①	②	③
174	Classroom social studies assessment (e.g., diagnostic approaches, textbook-developed tests, or teacher-developed tests)	⓪	①	②	③
175	State or district social studies assessment (e.g., preparing, understanding, or interpreting assessment data)	⓪	①	②	③
176	Interpretation of assessment data for use in social studies instruction	⓪	①	②	③
177	Technology to support student learning in social studies	⓪	①	②	③

TEACHER CHARACTERISTICS

	Female	Male
178 Please indicate your gender.	⓪	①

179 Please indicate your ethnicity/race. (Check all that apply)
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino/a
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Caucasian

	Less than 1 year	1 - 2 years	3 - 5 years	6 - 8 years	9 - 11 years	12 - 15 years	More than 15 years
180 How many years have you taught social studies prior to this year?	⓪	①	②	③	④	⑤	⑥
181 How long have you been assigned to teach at your current school?	⓪	①	②	③	④	⑤	⑥

	Does not apply	BA or BS	MA or MS	Multiple MA or MS	Ph.D. or Ed.D.	Other
182 What is the highest degree you hold?	⓪	①	②	③	④	⑤

183 What was your major field of study for the bachelor's degree? (Check all that apply)
- ☐ Elementary Education
- ☐ Middle School Education
- ☐ Social Studies Education
- ☐ Social Studies Education and a social sciences field
- ☐ Specific social science field: (e.g., anthropology, economics, psychology, sociology, history, geography, or political science).
- ☐ Other disciplines (includes other education fields, math, history, English, foreign languages, etc.)

184 **If applicable**, what was your **major field** of study for the **highest degree you hold** beyond a bachelor's degree? (Check all that apply)
- ☐ Elementary Education
- ☐ Middle School Education
- ☐ Social Studies Education
- ☐ Social Studies Education and a social sciences field
- ☐ Specific social science field (e.g., anthropology, economics, psychology, sociology, history, geography, or political science).
- ☐ Other disciplines (includes other education fields, math, history, English, foreign languages, etc.)

185 What type(s) of state license/certification do you currently have? (Check all that apply)
- ☐ Emergency, provisional or temporary
- ☐ Elementary/Early Childhood
- ☐ Middle school
- ☐ Secondary, in a field **other** than social studies or social science
- ☐ Secondary Social Studies or Social Science
- ☐ National Board Certification

FORMAL COURSE PREPARATION

Please estimate the total number of *quarter or semester courses* you have taken at the undergraduate and/or graduate level in each of the following areas:

(Number of courses)

186 Undergraduate/Refresher Courses	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
a. Civics/Government	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
b. Economics	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
c. Geography	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
d. History	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
e. Social/Behavioral Sciences	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
f. Social Studies Methods and Pedagogy	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
187 Graduate/Advanced Courses										
a. Civics/Government	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
b. Economics	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
c. Geography	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
d. History	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
e. Social/Behavioral Sciences	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
f. Social Studies Methods and Pedagogy	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

**This is the end of the Instructional Practices portion of the survey.
Please continue on to complete the Instructional Content portion.**

SURVEYS OF ENACTED CURRICULUM©

Survey Of Instructional Content
Teacher Survey
Grades K-12
Social Studies

The following pages request information regarding topic coverage and your expectations for students in the target social studies class for the most recent school year (current year if reporting after March 1st). The content matrix that follows contains lists of discrete topics associated with social studies instruction. The categories and the level of specificity are intended to gather information about content across a wide variety of programs. It is not intended to reflect any recommended or prescribed content for the grade level and may or may not be reflective of your local curriculum.

Step 1: Indicate topics not covered in this class

Begin by reviewing the entire list of topics identified in the topics column of each table, noting how topics are grouped. After reviewing each topic within a given grouping, if none of the topics listed within that group receive any instructional coverage, circle the "<None>" in the "Time on Topic" column for that group. For any individual topic which is not covered in this social studies class, fill in the circled "zero" in the "Time on Topic" column. (Not necessary for those groups with "<None>" circled.) Any topics or topic group so identified will not require further response. [Note, for example, that the class described in the example below did not cover any topics under "Social Problems" and so "<None>" is circled.]

Step 2: Indicate the amount of time spent on each topic covered in this class

Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the "Time on Topic" column based upon the following codes:

0 = None, not covered	
1 = Slight Coverage	(less than one class/lesson)
2 = Moderate Coverage	(one to five classes/lessons)
3 = Sustained Coverage	(more than five classes/lessons)

Step 3: Indicate relative emphasis of each student expectation for every topic taught

The final step in completing this section of the survey concerns your expectations for what students should know and be able to do. For each topic area, please provide information about the relative amount of instructional time spent on work designed to help students reach each of the listed expectations by filling in the appropriately numbered circle using the response codes listed below. (Note: To the left of each content sheet you will find a list of descriptors for each of the five expectations for students.)

0 = No emphasis   (Not an expectation for this topic)

1 = Slight emphasis   (Accounts for less than 25% of the time spent on this topic)

2 = Moderate emphasis   (Accounts for 25% to 33% of the time spent on this topic)

3 = Sustained emphasis   (Accounts for more than 33% of the time spent on this topic)

Note: A code of "3" should typically be given for only one, and no more than two expectation categories within any given topic. No expectation codes should be filled-in for those topics for which no coverage is provided (i.e., circled "0" or "<None>").

Step 1   **Step 2**   **Step 3**

Time on Topic		*K-12 Social Studies Topics*	*Expectations for Students in Social Studies*				
<none>	1	**Principles of American Democracy**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding / Apply**	**Analyze / Hypothesize**	**Synthesize / Evaluate / Make Connections**
○①●③	101	Limited government	○①●③	○①●③	○①●③	○●②③	○●②③
●①②③	102	Republicanism	○①②③	○①②③	○①②③	○①②③	○①②③
○①②●	103	Majority Rule/Minority Rights	○①②③	○①●③	●①②③	○●②③	○●②③
●①②③	104	Federalism	○①②③	○①②③	○①②③	○①②③	○①②③
○①●③	105	Separation of Power	○①●③	●①②③	●①②③	○①②●	○①●③
<none>	6	**Social Problems**	**Recall / Memorize**	**Process Information / Investigate**	**Demonstrate Understanding / Apply**	**Analyze / Hypothesize**	**Synthesize / Evaluate / Make Connections**
○①②③	601	Poverty, hunger, homelessness	○①②③	○①②③	○①②③	○①②③	○①②③
○①②③	602	Crime, deliquency, prisons	○①②③	○①②③	○①②③	○①②③	○①②③
○①②③	603	Drug, alcohol, substance abuse	○①②③	○①②③	○①②③	○①②③	○①②③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	**100**	**Social Studies Skills**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	101	Chronological and historical thinking	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	102	Deductive and/or inductive reasoning	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	103	Causality and unpredictability	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	104	Developing a reasonable argument	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	105	Research, analysis, and interpretation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	106	Data collection (collect data, gather information)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	107	Data interpretation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	108	Bias, opinion, and perspective (credibility, point of view)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	109	Issue analysis and decision making	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	110	Use of primary sources (artifacts and documents)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	111	Use of secondary sources	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	112	Cause and effect	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	113	Compare and contrast	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	114	Conflict management	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	115	Work cooperatively in groups	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	116	Formulating a question or topic	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	**200**	**Human Culture**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	201	Enculturation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	202	Kinship patterns and descent	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	203	Social stratification (e.g., caste and class)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	204	Influence of social class	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	205	Subcultures within the dominant culture	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	206	Language and communication	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	207	Characteristics of culture	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	208	Contributions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	209	Cooperation, conflict, and interdependence	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	210	Belief system	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	211	Individual identity	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	**300**	**Innovation and Cultural Change**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	301	Invention and the role of technology	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	302	Individual will and social influence	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	303	Cultural diffusion	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	304	Adaptation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	305	Acculturation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	306	Assimilation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	307	Extinction	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
  (Not covered)
1 = Slight coverage
  (Less than one class/lesson)
2 = Moderate coverage
  (One to five classes/lessons)
3 = Sustained coverage
  (More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
  (Not a performance goal for this topic)
1 = Slight emphasis
  (Less than 25% of time on this topic)
2 = Moderate emphasis
  (25% to 33% of time on this topic)
3 = Sustained emphasis
  (More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
<none>	**400**	**Multicultural diversity**					
Ⓞ ① ② ③	401	Ethnocentrism and cultural relativity	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	402	Race, ethnicity, and religion	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	403	Pluralism	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	404	Diversity	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	405	Gender	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
<none>	**500**	**Social Problems**					
Ⓞ ① ② ③	501	Poverty, hunger, and homelessness	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	502	Crime, delinquency, and prisons	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	503	Drug, alcohol, and substance abuse	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	504	Discrimination and prejudice	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	505	Slavery	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
<none>	**600**	**Foundations of Government**					
Ⓞ ① ② ③	601	The need for government (e.g., conflict resolution, collective decision-making, and national security)	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	602	Forms of government (e.g., monarchy, dictatorship, theocracy, democracy, or oligarchy)	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	603	Political theory (e.g., Hobbes, Locke, and Marx)	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	604	Fundamental political concepts (e.g., legitimacy, power, authority, responsibility, rule of law, soveriegnty, and compromise)	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	605	Meaning of democratic theory	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	606	International Systems (e.g., UN, EU, NAFTA, WTO)	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	607	International Relations	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
<none>	**700**	**Principles of American Democracy**					
Ⓞ ① ② ③	701	Limited government	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	702	Republicanism	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	703	Majority rule vs. minority rights	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	704	Federalism	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	705	Separation of powers	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	706	Checks and balances	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	707	Popular sovereignty	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	708	Individual rights	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	709	Common good	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	710	Diversity	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	711	Equality	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	712	General welfare	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	713	Liberty	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	714	Patriotism	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	715	Self-Government	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	716	Justice	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③
Ⓞ ① ② ③	717	Civic Virtue	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③	Ⓞ ① ② ③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes Time on Topic	Response Codes Expectations for Students
0 = None (Not covered)	**0 = No emphasis** (Not a performance goal for this topic)
1 = Slight coverage (Less than one class/lesson)	**1 = Slight emphasis** (Less than 25% of time on this topic)
2 = Moderate coverage (One to five classes/lessons)	**2 = Moderate emphasis** (25% to 33% of time on this topic)
3 = Sustained coverage (More than five classes/lessons)	**3 = Sustained emphasis** (More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	**800**	**American Constitutionalism**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	801	Foundation documents (e.g., Magna Carta, Declaration of Independence, and Federalist Papers)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	802	Electoral process	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	803	Legislative powers and functions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	804	Judicial powers and functions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	805	Executive powers and functions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	806	Basic content and structure of the U.S. Constitution: limited government, enumeration and separation of powers, federalism, and republicanism	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	807	Interpretation of the Constitution	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	808	Amendments of the Constitution	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	809	Relationships among various branches of the government (i.e., checks and balances)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	810	Landmark Supreme Court cases (e.g., Marbury v. Madison, Brown v. Board, and Miranda v. Arizona)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	811	State and local government (e.g. county, tribal, town)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	812	Individual rights and liberties	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	813	Due process (e.g., substantive, and procedural)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	814	Equal Protection	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	**900**	**Political and Civic Engagement**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	901	Political participation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	902	Citizens' rights and responsibilities	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	903	Debate and issues clarification	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	904	Political constituencies	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	905	Political activism	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	906	Civil disobedience	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	907	Polls, bias, and spin	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	908	Political orientation (e.g., liberal, moderate, and conservative)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	909	Public service	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	910	Volunteerism	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	911	Non-constitutional political institutions (e.g., political parties, interest groups, media, and public opinion)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	912	Informed citizenry	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	913	Public policy (local, state, national, international)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	914	Social Institutions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	**1000**	**Limited Resources and Choice**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	1001	Choice (e.g., wants vs. needs)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1002	Investing	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1003	Opportunity cost	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1004	Productive resources (e.g., natural, human, capital, entrepreneurship)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1005	Scarcity	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1006	Spending	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes Time on Topic	Response Codes Expectations for Students
0 = None (Not covered)	**0 = No emphasis** (Not a performance goal for this topic)
1 = Slight coverage (Less than one class/lesson)	**1 = Slight emphasis** (Less than 25% of time on this topic)
2 = Moderate coverage (One to five classes/lessons)	**2 = Moderate emphasis** (25% to 33% of time on this topic)
3 = Sustained coverage (More than five classes/lessons)	**3 = Sustained emphasis** (More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	**1100**	**How Markets Work**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	1101	Competition (e.g., perfect, lack of)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1102	Supply and demand	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1103	Exchange	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1104	Incentive	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1105	Circular flow	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1106	Market failure (e.g., externalities)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1107	Money	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1108	Price	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1109	Productivity	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1110	Substitute and complementary goods	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1111	Public and private goods	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1112	Risk	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1113	Role of government (e.g., taxes and regulation)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1114	Goods and services	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1115	Profit	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**1200**	**Economic Systems**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	1201	Stock market	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1202	Basic economic questions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1203	Command economy	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1204	Consumption	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1205	Banking system (e.g., central bank)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1206	Economic development	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1207	Distribution	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1208	Market economic system	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1209	Fiscal policy	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1210	Monetary policy	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1211	Production	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1212	Societal goals (e.g., equity, freedom, growth, security, and stability)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1213	Traditional economic system	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1214	Mixed system	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1215	Gross domestic product	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1216	Economic indicators (e.g., unemployment, inflation, and CPI)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	**1300**	**Economic Interdependence**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	1301	Balance of systems	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1302	Trade (e.g., free trade, barriers to trade, subsidies, tariffs, quotas, and embargoes)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1303	Comparative advantage	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1304	Exchange rates	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1305	Interdependence	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1306	International aspects of growth and stability	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1307	Money	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1308	Specialization	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1309	Voluntary exchange	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1310	Sustainability	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1311	Foreign aid (state)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	**1400**	**Personal Finance**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	1401	Money management/budgeting	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1402	Credit and interest	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1403	Financial planning	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1404	Job skills	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1405	Income	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1406	Taxes	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1407	Entrepreneurship	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1408	Investing	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1409	Banking and financial institutions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1410	Insurance	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1411	Savings and borrowing	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	**1500**	**Map Skills**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	1501	Diagrams, graphs, models, maps, globes, and atlases	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1502	Photographs, aerial photos, and satellite imagery	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1503	Map properties (e.g., size, shape, distance, and direction)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1504	Map elements (e.g., title, scale, symbols, and legend)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1505	Direction (e.g., cardinal points, magnetic, and polar)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1506	Location (e.g., latitude, longitude, absolute, and relative)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1507	Location of features on the earth (e.g., continents, countries, states, cities, mountains, oceans, and rivers)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1508	Spatial organization (e.g., pattern, hierarchy, distribution, linkage, and accessibility)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1509	Movement and spatial interaction	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1510	Mental maps (creation and use of)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	1511	Geospatial technologies (e.g., geographic information systems and global positioning systems)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
   (Not covered)
1 = Slight coverage
   (Less than one class/lesson)
2 = Moderate coverage
   (One to five classes/lessons)
3 = Sustained coverage
   (More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
   (Not a performance goal for this topic)
1 = Slight emphasis
   (Less than 25% of time on this topic)
2 = Moderate emphasis
   (25% to 33% of time on this topic)
3 = Sustained emphasis
   (More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	**1600**	**Places & Regions**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	1601	Physical characteristics of places in the U.S. and the world	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1602	Human characteristics of places in the U.S. and the world	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1603	Place creation (e.g., meaning and social relations)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1604	Place and identity (e.g., personal, community, ethnic, national, regional, and global)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1605	The concept of regions and regionalization	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1606	Types of regions (formal, functional, and perceptual)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1607	The influence of culture and experience on people's perceptions of places and regions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**1700**	**Physical Geography**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	1701	Climate, world climate regions, and major biomes	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1702	Earth/sun relationships and the seasons	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1703	Weather and weather systems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1704	Formation of and change to landforms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1705	The hydrologic cycle (i.e., water cycle)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1706	The oceans	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1707	Ecosystems and ecological processes (e.g., global warming and energy)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1708	Physical systems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**1800**	**Human and Cultural Geography**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	1801	Population	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1802	Migration	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1803	Economic processes and systems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1804	Transportation and communication networks	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1805	Trade and movement of ideas	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1806	Human settlements and urban systems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1807	Conflict and cooperation over territory	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1808	Geo-political systems and interactions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1809	Cultural landscape (e.g., religion, ethnicity, and language)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1810	Locations and characteristics of major culture groups of the world	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**1900**	**Human/Environment Interactions**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	1901	Human modification of, and adaptation to, the physical environment	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1902	Carrying capacity of environmental systems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1903	Resources and energy use	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1904	Pollution and environmental problems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1905	Natural hazards and disasters (e.g., hurricanes, earthquakes, and floods)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
			Recall/ Memorize	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
<none>	**2000**	**The Uses of Geography**					
⓪①②③	2001	The spatial perspective	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2002	The ecological perspective	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2003	Interpreting the past and present	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2004	Forecasting and planning for the future	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2005	Identifying and solving problems	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2006	Connecting self and the world from local to global scales	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2007	Patterns of change	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**2100**	**State History**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	2101	Indigenous peoples	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2102	Early settlement and statehood	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2103	Immigration and settlement	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2104	Structure of state government	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2105	Contemporary times (e.g., cultural diversity and traditions)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2106	Geographic, economic, and political influences	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2107	Key historic figures	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**2200**	**US History (People, Events, and Documents)**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪①②③	2201	Indigenous people and cultures of North America	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2202	Three worlds converge (i.e., native, Colonial, and European)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2203	The American Revolution	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2204	Revolution and New Nation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2205	Foundational documents of American government (e.g., Articles of Confederation, Declaration of Independence, Constitution, Bill of Rights, other amendments)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2206	Expansion and Reform (e.g., election of 1800, Jacksonian period, and antebellum period)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2207	Causes and consequences of the Civil War (e.g., regionalism and slavery)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2208	Civil War and Reconstruction	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2209	Rise of industrial America and cities	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2210	The Progressive Era	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2211	Causes and consequences of World War I	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2212	The Great Depression	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2213	The New Deal	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2214	Causes and consequences of World War II	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2215	Causes and consequences of Cold War (e.g., Korean Conflict and Vietnam conflict)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2216	Rights revolution (e.g., civil rights, women's rights, expansion of civil liberties, and environmental and consumer protection)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2217	Key historic figures	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2218	Colonial America	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	2219	Federal period	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
<none>	2300	**US History (Growth and Development)**	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
0 1 2 3	2301	Expansion, innovation, and reform	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2302	Expansion of territory (e.g., westward expansion)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2303	Industrial Revolution	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2304	Immigration	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2305	Emergence of Modern America	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2306	Industrialization and urbanization	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2307	Nationalism	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	2400	**US History (Other Themes)**	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
0 1 2 3	2401	Cultural, religious, and social reform movements	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2402	Social and economic changes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2403	Social Policies (e.g., Federal Indian policies, Prohibition)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2404	Role of art, literature, and music (e.g., Jazz Age, Lost Generation, Harlem Renaissance)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2405	Evolution of foreign and domestic policy (e.g., post- Cold War era, terrorism, and relations with the developing world)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2406	Contemporary United States	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	2500	**World History (Pre-History)**	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
0 1 2 3	2501	Beginnings of human society and early civilizations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2502	Emergence of civilizations (e.g., Ice Age, hunting and gathering societies, and development of agriculture)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2503	Development of early civilizations (e.g., Hittites, Nubians, Meso and South America, Egypt, and Mesopotamia)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
<none>	2600	**World History (Early Empires and Religions)**	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
0 1 2 3	2601	Rise of world religions and the great empires	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2602	Early empires (e.g., Persian, Greek, Roman, and Asian empires)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2603	Eurasian thinkers (e.g., Chinese, Indian, and Greek)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2604	Religions (e.g., Christianity, Islam, and Buddhism)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2605	Global encounters, exchanges, and conflicts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2606	Expansion of Europe (e.g., Byzantine and Medieval Periods)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2607	Interactions between Christendom and the Muslim World	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2608	Interactions through regional and overseas exploration and trade (e.g., Mongol Empire, African kingdoms, Marco Polo, exploration of the Americas)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
0 1 2 3	2609	Patterns of crises (e.g., weather and plague)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

Time on Topic — *Expectations for Students in Social Studies*

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes Time on Topic	Response Codes Expectations for Students
0 = None (Not covered)	**0 = No emphasis** (Not a performance goal for this topic)
1 = Slight coverage (Less than one class/lesson)	**1 = Slight emphasis** (Less than 25% of time on this topic)
2 = Moderate coverage (One to five classes/lessons)	**2 = Moderate emphasis** (25% to 33% of time on this topic)
3 = Sustained coverage (More than five classes/lessons)	**3 = Sustained emphasis** (More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	2700	**World History (Emergence of the Global Age)**	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
⓪ ① ② ③	2701	Expansion of overseas exploration and trade	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2702	Convergence of cultures (e.g., ecological revolution)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2703	Renaissance, Reformation, and political revolutions in Europe	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2704	An Age of Empires and Revolutions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2705	Political, agricultural, industrial, and scientific revolutions	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2706	Nationalism, imperialism, and expansion of trade- based empires	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2707	Western dominance and global empires	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2708	Causes and consequences of global wars (e.g., World War I, World War II, the Holocaust, United Nations)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2709	Global politics (e.g., Cold War, Communist China, independence movements in Africa, nation building, balkanization of states)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2710	Civil Society (e.g., immigration, civil rights, ethnic and religious conflicts, advances in science and medicine)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2711	Rise of global economy (NAFTA, EU)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2712	Key historic figures	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
<none>	2800	**Psychology**	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
⓪ ① ② ③	2801	Scientific method	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2802	Behavior (ie. Anti-social, altruistic, obedient)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2803	Ethical issues	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2804	Human development	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2805	Cognitive development	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2806	Moral development	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2807	Brain function and structure	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2808	Memory and learning	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2809	Mental health (ie. Disorders)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2810	Personality	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2811	Perceptions and attitudes	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2812	Heredity	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2813	Identity	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③

Expectations for Students in Social Studies

Recall/Memorize

Name, identify, list, recognize, and label

Recall facts, terms, and definitions

Locate features on a map

Identify people, places, events, and dates

Analyze/Hypothesize

Classify and compare data

Process and interpret data

Analyze data and recognize patterns and relationships

Identify bias, points of view, frame of reference

Make predictions

Process Information/Investigate

Make observations

Locate and collect information and data

Read, decode, and interpret maps/graphics

Conduct Interviews and fieldwork

Use data collection tools and procedures

Display data in tables or charts

Summarize, classify, and organize data

Paraphrase, convert, and translate information

Generate questions

Synthesize/Evaluate/Make Connections

Propose or evaluate solutions to social problems

Use social studies concepts to solve problems

Infer from data and draw conclusions

Use multiple sources to make connections

Make decisions and form judgements

Develop new hypotheses

Assess accuracy, credibility, and relevance

Plan effective research strategies

Demonstrate/ Apply Understanding

Describe, explain social studies issues/problems

Explain procedures and methods of inquiry

Recognize & explain misconceptions

Explain the reasoning in making decisions

Design effective displays of information/data

Response Codes
Time on Topic

0 = None
(Not covered)

1 = Slight coverage
(Less than one class/lesson)

2 = Moderate coverage
(One to five classes/lessons)

3 = Sustained coverage
(More than five classes/lessons)

Response Codes
Expectations for Students

0 = No emphasis
(Not a performance goal for this topic)

1 = Slight emphasis
(Less than 25% of time on this topic)

2 = Moderate emphasis
(25% to 33% of time on this topic)

3 = Sustained emphasis
(More than 33% of time on this topic)

Time on Topic		Grades K-12 Social Studies Topics	Expectations for Students in Social Studies				
<none>	2900	**Sociology**	**Recall/ Memorize**	**Process Information/ Investigate**	**Demonstrate Understanding**	**Analyze/ Hypothesize**	**Synthesize/ Evaluate/ Make Connections**
⓪ ① ② ③	2901	Socialization	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2902	Norms and values	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2903	Conformity and non-conformity	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2904	Sociological research	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2905	Cultural diversity	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2906	Group behavior	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2907	Social groups	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2908	Deviance	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2909	Human interaction	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2910	Cultural patterns	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2911	Social institutions (eg. religious, educational, familial, economical, political)	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2912	Stereotypes	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2913	Social structure	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2914	Collective behavior	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2915	Social problems	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2916	Social movements	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2917	Conflict resolution	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2918	Cultural assimilation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
⓪ ① ② ③	2919	Cultural preservation	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③

Thank you for your participation in this survey.

Please provide the following information:
(Note: Your personal information will be kept confidential.)

Name: _____

Email address: _____
(required for on-line access to individual results)

District: _____

School: _____

Date: _____

Providing your name and email address will allow you to gain access to your individual results along with results for your school and/or district.