

SURVEYS OF ENACTED CURRICULUM®

Survey Of Instructional Practices

Teacher Survey

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 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 at: <http://www.seconline.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.

- I have read and understand the statement above regarding my rights to confidentiality in completing this survey.

If you have any questions regarding your rights as a research participant, please contact the Surveys of Enacted Curriculum project director; John Smithson at (608) 263-4354, or the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

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 (unless otherwise specified by project staff). 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

- SD.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
- SD.2 If your school is departmentalized, or you are a subject area specialist, how many different social studies classes do you currently teach?
- ① ② ③ ④ ⑤ ⑥ ⑦
(Number of classes taught)

CLASS DESCRIPTION

- CD.1 Which term best describes the target class, or course, you are teaching?
- | | |
|----------------------------|--|
| ① Other | ⑤ State History |
| ② Social Studies | ⑥ US History |
| ③ Civics/Pol.Sci./Law/Gov. | ⑦ World History |
| ④ Economics | ⑧ Anthropology,
Psychology, Sociology |
| ④ Geography | |
- Special Designation:*
- ① Advanced placement
 - ② International Baccalaureate
 - ③ Dual or concurrent enrollment
- CD.2 What is the grade level of most of the students in the target class?
- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
K 1 2 3 4 5 6 7 8 9 10 11 12
- CD.3 Is the target class required or elective?
- | | |
|----------|----------|
| Required | Elective |
| ① | ② |

CLASS DESCRIPTION (cont.)

- CD.4 How many students are in the target class? ① 10 or fewer ③ 21 to 25
 ② 11 to 15 ④ 26 to 30
 ③ 16 to 20 ⑤ 31 or more
- CD.5 What percentage of the students in the target class are not Caucasian? (Mark nearest 10%) ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
 Less than 10 10 20 30 40 50 60 70 80 90+ %
- CD.6 What percentage of students in the target class are Limited English Proficient (LEP)? ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
 Less than 10 10 20 30 40 50 60 70 80 90+ %
- CD.7 How many students in the target class have IEPs and/or are learning disabled? ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
 Less than 10 10 20 30 40 50 60 70 80 90+ %
- CD.8 How many students with significant cognitive disabilities are in the target class? ① ② ③ ④ ⑤ ⑥
 None 1 2 3 4 5 More than 5
- CD.9 During a typical week, approximately how many hours will the target class spend in social studies instruction?
 Total number of instructional hours= ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
- CD.10 What is the average length of each class period for the target social studies class? ① Not applicable ④ 61 to 90 minutes
 ② 30 to 40 minutes ⑤ 91 to 120 minutes
 ③ 41 to 50 minutes ⑥ Varies due to block scheduling or integrated instruction
 ④ 51 to 60 minutes
- CD.11 For how many weeks will the target social studies class meet this school year in ① ② ③
 Total number of weeks= 1 to 12 13 to 24 25 or more
- CD.12 What is the achievement level of most of the students in the target class, compared to national norms? ① High Achievement Levels
 ② Average Achievement Levels
 ③ Low Achievement Levels
 ④ Mixed Achievement Levels
- CD.13 What is considered most in scheduling students into the target class? ① Ability or prior achievement ③ Parent request
 ② Limited English proficiency ④ Student decision
 ③ 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:

- HW.1 How often do you usually assign social studies homework to be completed outside of class?
- ① Never (Skip to item IP.1)
 ② Less than once per week
 ③ Once or twice per week
 ④ Three to four times per week
 ⑤ Every day
- HW.2 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
- HW.3 Does homework completed outside of class count towards student grades?
- ① Never
 ② Usually does not
 ③ Usually does
 ④ Always does
- HW.4 How often do you assign homework to be completed in a small group outside of class?
- ① Never
 ② Less than once per week
 ③ Once or twice per week
 ④ Three to four times per week
 ⑤ Every day
- HW.5 What is the usual purpose of homework in this class?
- ① Finish class work
 ② Prepare for tests
 ③ More in-depth study of a topic
 ④ 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
HW.6 Answer questions or complete exercises or activities from a textbook or worksheet	①	②	③	④	⑤
HW.7 Read materials in preparation for class	①	②	③	④	⑤
HW.8 Explain their reasoning or thinking in drawing a conclusion	①	②	③	④	⑤
HW.9 Work on a demonstration of real-world applications	①	②	③	④	⑤
HW.10 Collect data as part of social studies homework	①	②	③	④	⑤
HW.11 Work on an assignment, report, or project that takes longer than a week to finish	①	②	③	④	⑤
HW.12 Solve novel or non-routine social studies problems	①	②	③	④	⑤

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 school year. The activities are not necessarily mutually exclusive; across activities, **your answers will probably exceed 100%**. Consider each activity on its own, 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	<i>(Less than 10% of instructional time for the school year)</i>
2 - Some	<i>(10-25% of instructional time for the school year)</i>
3 - Moderate	<i>(26-50% of instructional time for the school year)</i>
4 - Considerable	<i>(More than 50% of instructional time for the school year)</i>

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
IP.1	Listen to the teacher explain, or observe the teacher demonstrate or model a social studies concept or term	①	②	③	④	⑤
IP.2	Read and comprehend social studies information from multiple sources.	①	②	③	④	⑤
IP.3	Collect, summarize, and/or analyze information or data from multiple sources	①	②	③	④	⑤
IP.4	Present or demonstrate to others	①	②	③	④	⑤
IP.5	Work individually on social studies assignments	①	②	③	④	⑤
IP.6	Participate in whole-class discussions about social studies	①	②	③	④	⑤
IP.7	Engage in a writing process to support arguments with evidence	①	②	③	④	⑤
IP.8	Use hands-on materials	①	②	③	④	⑤
IP.9	Work in pairs or small groups on social studies exercises, tasks or projects	①	②	③	④	⑤
IP.10	Engage in learning activities outside the classroom	①	②	③	④	⑤
IP.11	Use computers or other technology to learn, practice, or explore social studies	①	②	③	④	⑤
IP.12	Maintain and reflect on a portfolio of their own work	①	②	③	④	⑤
IP.13	Practice test-taking strategies	①	②	③	④	⑤
IP.14	Take a quiz or test	①	②	③	④	⑤

Listed below are some questions 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
IPa.1 Answer questions in a textbook and/or complete a worksheet	①	②	③	④	⑤
IPa.2 Solve social studies problems that require novel or non-formulaic thinking	①	②	③	④	⑤
IPa.3 Explain their reasoning or thinking in solving a problem, using several sentences orally or in writing	①	②	③	④	⑤
IPa.4 Apply social studies concepts to real-world problems or situations	①	②	③	④	⑤
IPa.5 Make predictions and/or generate hypotheses	①	②	③	④	⑤
IPa.6 Analyze data to make inferences or draw conclusions	①	②	③	④	⑤
IPa.7 Assess the accuracy, credibility, and/or relevance of social studies materials	①	②	③	④	⑤
IPa.8 Work with manipulatives to understand social studies concepts	①	②	③	④	⑤

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
IPb.1 Answer questions in a textbook and/or complete a worksheet	①	②	③	④	⑤
IPb.2 Solve social studies problems that require novel or non-formulaic thinking)	①	②	③	④	⑤
IPb.3 Talk about their reasoning or thinking in solving a problem	①	②	③	④	⑤
IPb.4 Apply social studies concepts to real-world problems or situations	①	②	③	④	⑤
IPb.5 Analyze data to make inferences or draw conclusions	①	②	③	④	⑤
IPb.6 Review assignments or prepare for a test or quiz	①	②	③	④	⑤
IPb.7 Make predictions and/or generate hypotheses	①	②	③	④	⑤
IPb.8 Work on an assignment, report, or project over an extended period of time	①	②	③	④	⑤
IPb.9 Participate in simulations	①	②	③	④	⑤
IPb.10 Work on a project in which group members engage in peer revision and editing	①	②	③	④	⑤
IPb.11 Work with materials such as maps, globes, etc. to understand social studies concepts	①	②	③	④	⑤

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
IPc.1 Gather information from texts	①	②	③	④	⑤
IPc.2 Collect data by questioning, interviewing or conducting surveys	①	②	③	④	⑤
IPc.3 Organize information using models, charts, graphs, exhibits, and/or maps	①	②	③	④	⑤
IPc.4 Analyze and interpret data	①	②	③	④	⑤
IPc.5 Document sources of information	①	②	③	④	⑤
IPc.6 Develop a research plan to investigate questions	①	②	③	④	⑤
IPc.7 Assess accuracy, credibility, and relevance of primary and/or secondary sources	①	②	③	④	⑤

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
IPd.1 Learn facts	①	②	③	④	⑤
IPd.2 Practice skills and procedures	①	②	③	④	⑤
IPd.3 Collect information	①	②	③	④	⑤
IPd.4 Store, retrieve or share data or information	①	②	③	④	⑤
IPd.5 Display and analyze data/information	①	②	③	④	⑤
IPd.6 Create multi-media presentations	①	②	③	④	⑤
IPd.7 Use technology to solve problems	①	②	③	④	⑤
IPd.8 Take an assessment online	①	②	③	④	⑤
IPd.9 Communicate electronically	①	②	③	④	⑤
IPd.10 Organize, outline, or summarize information	①	②	③	④	⑤

ASSESSMENT STRATEGIES

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 <u>year</u>	1 - 3 times per <u>month</u>	1 - 3 times per <u>week</u>	4 - 5 times per <u>week</u>
AS.1 Objective items (e.g., multiple choice, true/false, fill in the blank)	①	②	③	④	⑤
AS.2 Short answer questions (1-4 sentences)	①	②	③	④	⑤
AS.3 Extended response item (e.g., 2-3 paragraphs) for which student must explain or justify solution, opinion, or information	①	②	③	④	⑤
AS.4 Performance tasks or events	①	②	③	④	⑤
AS.5 Individual or group demonstration or presentation	①	②	③	④	⑤
AS.6 Social studies projects that are long-term and multi-tasked	①	②	③	④	⑤
AS.7 Portfolios (compilation of work over time-sharing progress toward an objective)	①	②	③	④	⑤
AS.8 Systematic observation of students	①	②	③	④	⑤

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*)

	None	Little	Some	Moderate	Considerable
AC.1 Focused on application of content	①	②	③	④	⑤
AC.2 Focused on information recall	①	②	③	④	⑤
AC.3 Focused on applying understandings and knowledge	①	②	③	④	⑤
AC.4 Use authentic contexts (e.g., real-world simulation, project-based or cross-disciplinary problems)	①	②	③	④	⑤
AC.5 Provide written feedback to develop further student	①	②	③	④	⑤
AC.6 Provide verbal feedback to develop further student understanding	①	②	③	④	⑤
AC.7 Require students to explain, reason, support conclusions, and	①	②	③	④	⑤
AC.8 Use of rubrics/scoring guides to analyze student work	①	②	③	④	⑤
AC.9 Results used to adjust teaching methods within current unit	①	②	③	④	⑤
AC.10 Provide students opportunities to evaluate their own work	①	②	③	④	⑤
AC.11 Intentionally use informal assessments during a unit (e.g., exit cards, check for understanding, etc.)	①	②	③	④	⑤
AC.12 Use of assessment data in adjusting the curriculum and/or instruction	①	②	③	④	⑤

INSTRUCTIONAL INFLUENCES

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
IN.1 Your state's curriculum framework or content standards	①	②	③	④	⑤	
IN.2 Your district's curriculum framework, standards, or guidelines	①	②	③	④	⑤	
IN.3 Textbook and/or instructional materials	①	②	③	④	⑤	
IN.4 State tests or results from test	①	②	③	④	⑤	
IN.5 District tests or results from test	①	②	③	④	⑤	
IN.6 National social studies education standards (NCSS or subject-specific standards)	①	②	③	④	⑤	
IN.7 Your pre-service preparation (i.e., your undergraduate education, student teaching)	①	②	③	④	⑤	
IN.8 Students' special needs	①	②	③	④	⑤	
IN.9 Preparation of students for next grade or level	①	②	③	④	⑤	
IN.10 Local priorities, directives, or policies	①	②	③	④	⑤	
IN.11 Your professional development experiences	①	②	③	④	⑤	
IN.12 Screening, diagnostic, or classroom assessment results	①	②	③	④	⑤	

CLASSROOM INSTRUCTIONAL READINESS

Please indicate how well prepared you are to:	Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
IR.1 Use/manage cooperative learning groups as part of social studies instruction	0	1	2	3
IR.2 Integrate social studies with other subjects	0	1	2	3
IR.3 Provide social studies instruction that meets state content standards (e.g., district, state, or national)	0	1	2	3
IR.4 Use a variety of assessment strategies (including objective and open-ended formats)	0	1	2	3
IR.5 Teach problem-solving strategies	0	1	2	3
IR.6 Teach social studies with manipulatives, such as counting blocks or geometric shapes	0	1	2	3
IR.7 Teach social studies at your assigned level	0	1	2	3
IR.8 Develop students' communication skills in expressing social studies concepts and procedures	0	1	2	3
IR.9 Teach students to reason social studies, and to evaluate social studies claims	0	1	2	3
IR.10 Select and/or adapt instructional materials to implement the prescribed curriculum	0	1	2	3
IR.11 Teach students with physical disabilities	0	1	2	3
IR.12 Help students document and evaluate their own work	0	1	2	3
IR.13 Teach classes with students with diverse abilities and learning styles	0	1	2	3
IR.14 Teach social studies to students from a variety of cultural backgrounds	0	1	2	3
IR.15 Teach social studies to students who have limited English proficiency	0	1	2	3
IR.16 Teach students who have learning disabilities that impact social studies learning	0	1	2	3
IR.17 Organize and manage the classroom	0	1	2	3
IR.18 Support students' developmental and maturational needs	0	1	2	3
IR.19 Involve parents in the social studies education of their children	0	1	2	3
IR.20 Adapt instructional materials to enhance understanding of social studies content	0	1	2	3
IR.21 Integrate instruction of social studies content with real-world or life skills	0	1	2	3
IR.22 Teach students who are persistently low performers	0	1	2	3

TEACHER OPINIONS AND BELIEFS

Please indicate your opinion about each of the statements below:

	Strongly Disagree	Disagree	Neutral / Undecided	Agree	Strongly Agree
TO.1 Students learn social studies best when they ask a lot of questions.	①	②	③	④	⑤
TO.2 Students need to practice social studies computation skills regularly to perform well on tests.	①	②	③	④	⑤
TO.3 All students can learn challenging content in social studies.	①	②	③	④	⑤
TO.4 Students learn social studies best in classes with students of similar abilities.	①	②	③	④	⑤
TO.5 It is important for students to learn basic social studies skills before solving problems.	①	②	③	④	⑤
TO.6 I enjoy teaching social studies.	①	②	③	④	⑤
TO.7 I am supported by colleagues to try out new ideas in teaching social studies.	①	②	③	④	⑤
TO.8 I am required to follow rules at this school that conflict with my best professional judgment about teaching and learning social studies.	①	②	③	④	⑤
TO.9 Social studies teachers in this school regularly share ideas and materials.	①	②	③	④	⑤
TO.10 Social studies teachers in this school regularly observe each other teaching classes.	①	②	③	④	⑤
TO.11 I have adequate curriculum materials available for instruction.	①	②	③	④	⑤
TO.12 I have many opportunities to learn new things about teaching social studies in my present job.	①	②	③	④	⑤
TO.13 I have adequate time during the regular school week to work with my peers on social studies curriculum or instruction.	①	②	③	④	⑤
TO.14 Most teachers in this school contribute actively to making decisions about the curriculum	①	②	③	④	⑤
TO.15 My school supports co-teaching and collaboration between general and special educators in the teaching of social studies.	①	②	③	④	⑤
TO.16 My school supports co-teaching and collaboration between general and ESL educators in the teaching of social studies.	①	②	③	④	⑤

PROFESSIONAL DEVELOPMENT ACTIVITIES IN SOCIAL STUDIES EDUCATION

In answering the following items, consider all the professional development activities related to social studies content or instruction 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.

Since June 1st of last year, how much time have you spent engaged in professional development activities focused on social studies or social studies education?

0 = N/A 1 = 1-5 hrs. 2 = 6-15 hrs. 3 = 16-35 hrs. 4 = 36-60 hrs. 5 = 60+ hrs.

		Amount of Time					
		①	②	③	④	⑤	
PD.1	Workshops or in-service training related to social studies or social studies education?	①	②	③	④	⑤	
PD.2	Summer institutes related to social studies or social studies education?	①	②	③	④	⑤	
PD.3	College courses related to social studies or social studies education	①	②	③	④	⑤	

Since June 1st of last year, how frequently 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>
PDa.1	Attended conferences related to social studies or social studies education	①	②	③	④	⑤	
PDa.2	Participated in teacher study groups	①	②	③	④	⑤	
PDa.3	Participated in teacher networks, or collaboratives of teachers supporting professional development	①	②	③	④	⑤	
PDa.4	Acted as a coach or mentor to other teachers or staff in your school	①	②	③	④	⑤	
PDa.	Received coaching or mentoring	①	②	③	④	⑤	
PDa.6	Participated in a committee or task force focused on curriculum and instruction	①	②	③	④	⑤	
PDa.7	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)	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
PD b .1 Observed demonstrations of teaching techniques	①	②	③	④
PD b .2 Led group discussions	①	②	③	④
PD b .3 Developed curricula or lesson plans, which other participants or the activity leader reviewed	①	②	③	④
PD b .4 Reviewed student work or scored assessments	①	②	③	④
PD b .5 Developed assessments or tasks as part of a formal professional development activity	①	②	③	④
PD b .6 Practiced what you learned and received feedback as part of a professional development activity	①	②	③	④
PD b .7 Received coaching or mentoring in the classroom	①	②	③	④
PD b .8 Given a lecture or presentation to colleagues	①	②	③	④

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
PD c .1 Designed to support the school's improvement plan	①	②	③	④
PD c .2 Consistent with your social studies department or grade-level plan to improve teaching	①	②	③	④
PD c .3 Consistent with your own goals for your professional development	①	②	③	④
PD c .4 Built on what you had learned in earlier professional development activities	①	②	③	④
PD c .5 Provided follow-up activities that related clearly to what you learned	①	②	③	④

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
PD d .1 I participated in professional development activities with most or all of the teachers from my school.	①	②
PD d .2 I participated in professional development activities with most or all of the teachers from my department or grade level.	①	②
PD d .3 I participated in professional development activities <i>NOT</i> attended by other staff members from my school.	①	②
PD d .4 I discussed what I learned with other teachers in my school or department who did <i>NOT</i> attend the activity.	①	②

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

	None	Minor	Moderate	Major
PDe.1 State social studies content standards (e.g., what they are and how they are used)	①	①	②	③
PDe.2 Alignment of social studies instruction to curriculum	①	①	②	③
PDe.3 Instructional approaches (e.g., use of inquiry method)	①	①	②	③
PDe.4 In-depth study of social studies or specific concepts within social studies (e.g., sustainability, using primary source documents, or GIS)	①	①	②	③
PDe.5 Study of how children learn particular topics in social studies	①	①	②	③
PDe.6 Individual differences in student learning	①	①	②	③
PDe.7 Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities, and talented and gifted students)	①	①	②	③
PDe.8 Classroom social studies assessment (e.g., diagnostic approaches, textbook-developed tests, or teacher-developed tests)	①	①	②	③
PDe.9 State or district social studies assessment (e.g., preparing, understanding, or interpreting assessment data)	①	①	②	③
PDe.10 Interpretation of assessment data for use in social studies instruction	①	①	②	③
PDe.11 Technology to support student learning in social studies	①	①	②	③

TEACHER CHARACTERISTICS

- TC.1 Please indicate your gender.
- Female Male
① ①
- TC.2 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
- TC.3 How many years have you taught social studies prior to this year?
- | | Less than 1 year | 1 - 2 years | 3 - 5 years | 6 - 8 years | 9 - 11 years | 12 - 15 years | More than 15 years |
|------|------------------|-------------|-------------|-------------|--------------|---------------|--------------------|
| TC.3 | ① | ① | ② | ③ | ④ | ⑤ | ⑥ |
- TC.4 How long have you been assigned to teach at your current school?
- | | | | | | | | |
|------|---|---|---|---|---|---|---|
| TC.4 | ① | ① | ② | ③ | ④ | ⑤ | ⑥ |
|------|---|---|---|---|---|---|---|
- TC.5 What is the highest degree you hold?
- | | Does not apply | BA or BS | MA or MS | Multiple MA or MS | Ph.D. or Ed.D. | Other |
|------|----------------|----------|----------|-------------------|----------------|-------|
| TC.5 | ① | ① | ② | ③ | ④ | ⑤ |
- TC.6 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.)
- TC.7 **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.)
- TC.8 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)

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

**This is the end of the Instructional Practices portion of the survey.
Thank you for your participation in this survey.**

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 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 that 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 groups so identified will not require further response. [Note, for example, that the class described in the example below did not cover any topics under "Instructional Technology" 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 1		Step 2													
Time on Topic		Social Studies Topics		Expectations for Students in Social Studies											
				Memorize / Recall		Perform Procedures		Demonstrate / Communicate Understndng.		Conjecture, Analyze, Generalize		Integrate / Synthesize / Critique			
<none>	400	Multicultural diversity													
①①②●	401	Ethnocentrism and cultural relativity		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
●①②③	402	Race, ethnicity, and religion		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
①①②●	403	Pluralism		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
●①②③	404	Diversity		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
①①●③	405	Gender		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
<none>	500	Social Problems													
①①②③	501	Poverty, hunger, and homelessness		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
①①②③	502	Crime, delinquency, and prisons		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		
①①②③	503	Drug, alcohol, and substance abuse		p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s	p ① ②	s		

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

- P= Primary**
- S= Secondary**

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

Time on Topic

Grades K-12 Social Studies Topics

Expectations for Students in Social Studies

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

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

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
0 1 2 3	1101	Competition (e.g., perfect, lack of)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1102	Supply and demand	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1103	Exchange	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1104	Incentive	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1105	Circular flow	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1106	Market failure (e.g., externalities)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1107	Money	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1108	Price	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1109	Productivity	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1110	Substitute and complementary goods	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1111	Public and private goods	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1112	Risk	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1113	Role of government (e.g., taxes and regulation)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1114	Goods and services	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1115	Profit	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
<none>	1200	Economic Systems	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
0 1 2 3	1201	Stock market	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1202	Basic economic questions	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1203	Command economy	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1204	Consumption	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1205	Banking system (e.g., central bank)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1206	Economic development	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1207	Distribution	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1208	Market economic system	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1209	Fiscal policy	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1210	Monetary policy	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1211	Production	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1212	Societal goals (e.g., equity, freedom, growth, security, and stability)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1213	Traditional economic system	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1214	Mixed system	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1215	Gross domestic product	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1216	Economic indicators (e.g., unemployment, inflation, and CPI)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2

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	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1302	Trade (e.g., free trade, barriers to trade, subsidies, tariffs, quotas, and embargoes)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1303	Comparative advantage	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1304	Exchange rates	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1305	Interdependence	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1306	International aspects of growth and stability	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1307	Money	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1308	Specialization	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1309	Voluntary exchange	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1310	Sustainability	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1311	Foreign aid (state)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
<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	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1402	Credit and interest	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1403	Financial planning	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1404	Job skills	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1405	Income	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1406	Taxes	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1407	Entrepreneurship	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1408	Investing	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1409	Banking and financial institutions	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1410	Insurance	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1411	Savings and borrowing	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
<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	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1502	Photographs, aerial photos, and satellite imagery	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1503	Map properties (e.g., size, shape, distance, and direction)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1504	Map elements (e.g., title, scale, symbols, and legend)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1505	Direction (e.g., cardinal points, magnetic, and polar)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1506	Location (e.g., latitude, longitude, absolute, and relative)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1507	Location of features on the earth (e.g., continents, countries, states, cities, mountains, oceans, and rivers)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1508	Spatial organization (e.g., pattern, hierarchy, distribution, linkage, and accessibility)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1509	Movement and spatial interaction	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1510	Mental maps (creation and use of)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2
0 1 2 3	1511	Geospatial technologies (e.g., geographic information systems and global positioning systems)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2

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
① ① ② ③	1601	Physical characteristics of places in the U.S. and the world	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1602	Human characteristics of places in the U.S. and the world	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1603	Place creation (e.g., meaning and social relations)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1604	Place and identity (e.g., personal, community, ethnic, national, regional, and global)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1605	The concept of regions and regionalization	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1606	Types of regions (formal, functional, and perceptual)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1607	The influence of culture and experience on people's perceptions of places and regions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	1700	Physical Geography	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ① ② ③	1701	Climate, world climate regions, and major biomes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1702	Earth/sun relationships and the seasons	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1703	Weather and weather systems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1704	Formation of and change to landforms	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1705	The hydrologic cycle (i.e., water cycle)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1706	The oceans	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1707	Ecosystems and ecological processes (e.g., global warming and energy)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1708	Physical systems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	1800	Human and Cultural Geography	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ① ② ③	1801	Population	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1802	Migration	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1803	Economic processes and systems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1804	Transportation and communication networks	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1805	Trade and movement of ideas	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1806	Human settlements and urban systems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1807	Conflict and cooperation over territory	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1808	Geo-political systems and interactions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1809	Cultural landscape (e.g., religion, ethnicity, and language)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1810	Locations and characteristics of major culture groups of the world	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	1900	Human/Environment Interactions	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ① ② ③	1901	Human modification of, and adaptation to, the physical environment	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1902	Carrying capacity of environmental systems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1903	Resources and energy use	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1904	Pollution and environmental problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	1905	Natural hazards and disasters (e.g., hurricanes, earthquakes, and floods)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic

Grades K-12 Social Studies Topics

Expectations for Students in Social Studies

<none>	2000	The Uses of Geography	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ② ③	2001	The spatial perspective	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2002	The ecological perspective	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2003	Interpreting the past and present	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2004	Forecasting and planning for the future	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2005	Identifying and solving problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2006	Connecting self and the world from local to global scales	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2007	Patterns of change	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	2100	State History	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ② ③	2101	Indigenous peoples	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2102	Early settlement and statehood	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2103	Immigration and settlement	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2104	Structure of state government	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2105	Contemporary times (e.g., cultural diversity and traditions)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2106	Geographic, economic, and political influences	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2107	Key historic figures	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	2200	US History (People, Events, and Documents)	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ② ③	2201	Indigenous people and cultures of North America	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2202	Three worlds converge (i.e., native, Colonial, and European)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2203	The American Revolution	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2204	Revolution and New Nation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2205	Foundational documents of American government (e.g., Articles of Confederation, Declaration of Independence, Constitution, Bill of Rights, other amendments)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2206	Expansion and Reform (e.g., election of 1800, Jacksonian period, and antebellum period)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2207	Causes and consequences of the Civil War (e.g., regionalism and slavery)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2208	Civil War and Reconstruction	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2209	Rise of industrial America and cities	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2210	The Progressive Era	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2211	Causes and consequences of World War I	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2212	The Great Depression	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2213	The New Deal	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2214	Causes and consequences of World War II	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2215	Causes and consequences of Cold War (e.g., Korean Conflict and Vietnam conflict)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2216	Rights revolution (e.g., civil rights, women's rights, expansion of civil liberties, and environmental and consumer protection)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2217	Key historic figures	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2218	Colonial America	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	2219	Federal period	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic

Grades K-12 Social Studies Topics

Expectations for Students in Social Studies

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

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
① ① ② ③	2701	Expansion of overseas exploration and trade	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2702	Convergence of cultures (e.g., ecological revolution)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2703	Renaissance, Reformation, and political revolutions in Europe	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2704	An Age of Empires and Revolutions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2705	Political, agricultural, industrial, and scientific revolutions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2706	Nationalism, imperialism, and expansion of trade-based empires	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2707	Western dominance and global empires	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2708	Causes and consequences of global wars (e.g., World War I, World War II, the Holocaust, United Nations)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2709	Global politics (e.g., Cold War, Communist China, independence movements in Africa, nation building, balkanization of states)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2710	Civil Society (e.g., immigration, civil rights, ethnic and religious conflicts, advances in science and medicine)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2711	Rise of global economy (NAFTA, EU)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2712	Key historic figures	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

<none>	2800	Psychology	Recall/ Memorize	Process Information/ Investigate	Demonstrate Understanding	Analyze/ Hypothesize	Synthesize/ Evaluate/ Make Connections
① ① ② ③	2801	Scientific method	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2802	Behavior (ie. Anti-social, altruistic, obedient)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2803	Ethical issues	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2804	Human development	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2805	Cognitive development	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2806	Moral development	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2807	Brain function and structure	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2808	Memory and learning	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2809	Mental health (ie. Disorders)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2810	Personality	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2811	Perceptions and attitudes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2812	Heredity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2813	Identity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

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
① ① ② ③	2901	Socialization	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2902	Norms and values	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2903	Conformity and non-conformity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2904	Sociological research	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2905	Cultural diversity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2906	Group behavior	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2907	Social groups	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2908	Deviance	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2909	Human interaction	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2910	Cultural patterns	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2911	Social institutions (eg. religious, educational, familial, economical, political)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2912	Stereotypes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2913	Social structure	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2914	Collective behavior	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2915	Social problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2916	Social movements	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2917	Conflict resolution	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2918	Cultural assimilation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	2919	Cultural preservation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

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.