



Diocese of Baton Rouge
Social Studies Learning Standards

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History

DBR Standard 1 – Chronological Thinking Skills

Students apply a sense of time in daily routines within their community.

- DBR.K.1.1 Order events that take place in a sequence using appropriate vocabulary
- DBR.K.1.2 Describe the function of tools used for representing time

DBR Standard 2 – Historical Thinking Skills

Students distinguish between events, people, and symbols in the past and present.

- DBR.K.2.1 Compare and contrast children and families of today with those in the past using various sources
- DBR.K.2.2 Identify symbols of local, state, and national importance using various sources
- DBR.K.2.3 Identify local, state, and national celebrations, holidays, and events using various sources
- DBR.K.2.4 Recall facts about people of the past and present

Geography

DBR Standard 3 – Maps, Globes, and Environment

Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations.

- DBR.K.3.1 Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary
- DBR.K.3.2 Identify maps and globes as a representation of the earth and recognize the difference between land and water
- DBR.K.3.3 Demonstrate geographic knowledge of places within the school and community
- DBR.K.3.4 Illustrate basic landforms
- DBR.K.3.5 Construct maps of familiar locations
- DBR.K.3.6 Describe how weather affects daily choices
- DBR.K.3.7 Describe how people live differently in other places using various sources
- DBR.K.3.8 Identify natural resources as being renewable/non-renewable or recyclable
- DBR.K.3.9 Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)

Civics

DBR Standard 4 – Government and Citizenship

Students understand how to participate and use effective citizenship skills at home, in school, and in the community.

- DBR.K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities
- DBR.K.4.2 Explain the importance of rules at home, class, and school
- DBR.K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school

Economics

DBR Standard 5 – Basic Economic Concepts

Students develop an understanding of economic concepts and develop decision-making skills.

- DBR.K.5.1 Identify wants and basic needs
- DBR.K.5.2 Explore the concept of saving
- DBR.K.5.3 Discuss the concept of scarcity within classroom situations
- DBR.K.5.4 Explore concepts of goods/services
- DBR.K.5.5 Describe jobs that people do to earn money
- DBR.K.5.6 Explain how products get from a point of origin to consumers
- DBR.K.5.7 Describe a voluntary exchange/trade

History

DBR Standard 1 – Historical Thinking Skills

Students identify concepts of continuity and change in their personal environments.

- DBR.1.1.1 Construct personal timelines that highlight past and present events
- DBR.1.1.2 Create a primary source of personal information
- DBR.1.1.3 Compare and contrast lifestyles of the past to the present

DBR Standard 2 – Historical People, Events, and Symbols

Students identify and describe people, events, and symbols that are important to the United States.

- DBR.1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs
- DBR.1.2.2 Describe reasons for celebrating events commemorated in national holidays

Geography

DBR Standard 3 – Maps, Globes, and Environment

Students recognize and use basic geographic tools to organize and interpret information about people, places, and environments.

- DBR.1.3.1 Identify a representation of a location/space on a map/globe
- DBR.1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend
- DBR.1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places
- DBR.1.3.4 Identify basic landforms using a globe or map
- DBR.1.3.5 Describe the impact that seasons have on daily activities and on the physical environment in various regions
- DBR.1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture
- DBR.1.3.7 Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter
- DBR.1.3.8 Describe how the environment determines various types of human shelters
- DBR.1.3.9 Identify by name the town/city, parish, state, and country in which the student lives
- DBR.1.3.10 Predict ways human actions impact the environment

Civics

DBR Standard 4 – Government and Citizenship

Students develop an understanding of the purpose and structure of government and their role as a responsible citizen.

- DBR. 1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences
- DBR. 1.4.2 State examples of rules and laws in the home, school, and community and explain their purposes
- DBR. 1.4.3 Identify the current mayor, governor, and president
- DBR. 1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community

Economics

DBR Standard 5 – Basic Economic Concepts

Students explain the economic concepts of goods and services within their school and community.

- DBR.1.5.1 Identify ways to save money
- DBR.1.5.2 Distinguish between needs/wants of people by responding to real life situations
- DBR.1.5.3 Distinguish between goods and services
- DBR.1.5.4 Identify jobs and industries within the school and community
- DBR.1.5.5 Identify ways people exchange/trade goods and services

History

DBR Standard 1 – Historical Thinking Skills

Students use historical thinking skills to explore continuity and change in their community and the United States.

- DBR.2.1.1 Create simple timelines to describe important events in the history of the school or local community
- DBR.2.1.2 Compare and contrast the present day community to that of the past using primary sources
- DBR.2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents
- DBR.2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance
- DBR.2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society
- DBR.2.1.6 Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology
- DBR.2.1.7 Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States

Geography

DBR Standard 2 – Maps, Globes, and Environment

Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.

- DBR.2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community
- DBR.2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids
- DBR.2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose
- DBR.2.2.4 Identify major geographical features in the local region, state, and country
- DBR.2.2.5 Describe how location, weather, and physical features affect where people live and work
- DBR.2.2.6 Describe changes in the characteristics of the local community over time
- DBR.2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments
- DBR.2.2.8 Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent

- DBR.2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them
- DBR.2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment

Civics

DBR Standard 3 – Government and the American Political System

Students develop an understanding of the structure and purposes of government in the United States.

- DBR.2.3.1 Describe ways a responsible government meets the basic needs of the local community
- DBR.2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court
- DBR.2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected

DBR Standard 4 – Citizenship

Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.

- DBR.2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens
- DBR.2.4.2 Describe the responsibilities of citizens in the United States
- DBR.2.4.3 Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community

Economics

DBR Standard 5 – Economic Decision making

Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions.

- DBR.2.5.1 Describe a variety of services provided by local economic institutions
- DBR.2.5.2 Explain the benefits of personal savings
- DBR.2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs

DBR Standard 6 – Producers and Consumers

Students use basic economic principles to explain how businesses supply goods and services to consumers.

- DBR.2.6.1 Describe how people can be both producers and consumers of local goods and services
- DBR.2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services
- DBR.2.6.3 Provide examples of how money and barter are used to obtain resources (goods and services)

DBR Standard 7 – Careers

Students explain how community members are part of a global workforce.

- DBR.2.7.1 Describe different types of domestic and international jobs/careers in which people work to earn income
- DBR.2.7.2 Describe skills and education needed for specific jobs

History

DBR Standard 1: Chronological and Historical Thinking

Students use chronological and historical thinking skills to understand the difference between life in Louisiana past and present.

- DBR.3.1.1 Create timelines that identify important events in the history of Louisiana
- DBR.3.1.2 Explain how technology has changed family and community life in Louisiana over time
- DBR.3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history
- DBR.3.1.4 Compare and contrast state and national historical symbols
- DBR.3.1.5 Categorize landmarks as state and national
- DBR.3.1.6 Compare and contrast the influence of cultural groups in Louisiana
- DBR.3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions

DBR Standard 2: Key Events, Ideas, and People

Students analyze how historical people and events have contributed to the diversity of Louisiana.

- DBR.3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
- DBR.3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
- DBR.3.2.3 Identify the causes and effects of migration on Louisiana
- DBR.3.2.4 Identify cultural elements that have contributed to the state's heritage

Geography

DBR Standard 3: Maps and Globes

Students locate and interpret major geographic features of Louisiana.

- DBR.3.3.1 Describe characteristics and uses of various types of maps
- DBR.3.3.2 Identify the hemispheres in which Louisiana is located
- DBR.3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions
- DBR.3.3.4 Locate and label major geographic features of Louisiana on a map
- DBR.3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map
- DBR.3.3.6 Construct an outline map of Louisiana from memory
- DBR.3.3.7 Locate specific places on a map using a simple grid system

DBR Standard 4: People, Land, and Environment

Students examine how the people and the physical geography of Louisiana have directly influenced each other.

- DBR.3.4.1 Compare and contrast the physical features of various regions of Louisiana
- DBR.3.4.2 Explain historical patterns of settlement in Louisiana using maps
- DBR.3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana
- DBR.3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
- DBR.3.4.5 Describe how humans affect the environment in Louisiana
- DBR.3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana
- DBR.3.4.7 Describe the importance of natural resources in Louisiana using maps

Civics

DBR Standard 5: Government and Political Systems

Students analyze the structures and function of local and state government.

- DBR.3.5.1 Explain the difference between rules and laws
- DBR.3.5.2 Explain who is responsible for enforcing state and local laws
- DBR.3.5.3 Investigate the major responsibilities of the three branches of local and state government
- DBR.3.5.4 Explain how local and state governments meet the basic needs of society
- DBR.3.5.5 Discuss the powers of local and state officials
- DBR.3.5.6 Compare how government officials at the state and national levels are elected

DBR Standard 6: Citizenship

Students investigate their role as a citizen of Louisiana.

- DBR.3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
- DBR.3.6.2 Describe the qualities of a good leader and citizen
- DBR.3.6.3 Describe how a citizen can help solve a local issue

Economics

DBR Standard 7: Personal Finance

Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.

- DBR.3.7.1 Identify various ways that people earn income and how earning income contributes to the economic

well-being of their community and state

DBR.3.7.2 List different ways people save their income and explain the advantages and disadvantages of each

DBR.3.7.3 Explain the benefits of comparative shopping when making economic decisions

DBR Standard 8: Wants/Scarcity and Producers/Consumers

Students make connections between the U.S. economic system and how it affects their daily lives.

DBR.3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants

DBR.3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another

DBR.3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services

DBR.3.8.4 Explain how producers and consumers affect prices

DBR Standard 9: Careers

Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.

DBR.3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services

DBR.3.9.2 Investigate the responsibilities and characteristics of various jobs

DBR Standard 10: Exchange and Trade

Students explain how people engage in trade and the economic benefits of trade.

DBR.3.10.1 Differentiate between imports and exports of goods in Louisiana

DBR.3.10.2 Distinguish between the use of money and barter

History

DBR Standard 1 – Chronological and Historical Thinking

Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.

- DBR.4.1.1 Construct timelines of historical events
- DBR.4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
- DBR.4.1.3 Use appropriate vocabulary of time
- DBR.4.1.4 Produce clear and coherent writing to:
- compare and contrast past and present viewpoints on a given historical topic
 - conduct simple research
 - summarize actions/events and explain significance
 - differentiate between the 5 regions of the United States
- DBR.4.1.5 Explain the historical significance of U.S. political symbols
- DBR.4.1.6 Define and distinguish between primary and secondary sources
- DBR.4.1.7 Summarize primary resources and explain their historical importance

DBR Standard 2 – People and Events

Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.

- DBR.4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
- DBR.4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
- DBR.4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States
- DBR.4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
- DBR.4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States

DBR Standard 3 – People and Events

Students examine the impact of scientific and technological advances on the development of the United States.

- DBR.4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States

Geography

DBR Standard 4 – Maps and Globes

Students use map skills to construct and interpret geographical representations of the world.

- DBR.4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe
- DBR.4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region
- DBR.4.4.3 Identify the states of each of the five regions of the United States
- DBR.4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile
- DBR.4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States
- DBR.4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale
- DBR.4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)

DBR Standard 5 – People and Land

Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.

- DBR.4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
- DBR.4.5.2 Analyze how physical characteristics of a region shape its economic development
- DBR.4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement

DBR Standard 6 – Environment

Students describe how natural and man-made processes change the geography of regions in the United States.

- DBR.4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States
- DBR.4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States

Civics

DBR Standard 7 – Government and Political Systems

Students explain the structure and purposes of government and the foundations of the United States’ democratic system using primary and secondary sources.

- DBR.4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process
- DBR.4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights
- DBR.4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution
- DBR.4.7.4 Differentiate between the structure and function of the three branches of federal government

DBR Standard 8 – Role of Citizen

Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.

- DBR.4.8.1 Identify the key requirements to become a United States citizen
- DBR.4.8.2 Differentiate between citizens’ rights, responsibilities, and duties
- DBR.4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States’ democracy
- DBR.4.8.4 Explain how good citizenship can solve a current issue

Economics

DBR Standard 9 – Fundamental Economic Concepts

Students demonstrate knowledge of economic concepts.

- DBR.4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met
- DBR.4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
- DBR.4.9.3 Define the terms *profit* and *risk* and explain how they relate to each other
- DBR.4.9.4 Investigate the relationship between supply, demand, and price
- DBR.4.9.5 Describe how government pays for goods and services through taxes and fees

DBR Learning Standards for Social Studies:

Grade 4

- DBR.4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy
- DBR.4.9.7 Explain why individuals and businesses engage in barter and trade
- DBR.4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange
- DBR.4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget
- DBR.4.9.10 Analyze the benefits of increasing skills

History

DBR Standard 1: Historical Thinking Skills

Students use historical thinking skills to examine the influence of key people, ideas, and events in colonial America.

- DBR.5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763
- DBR.5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763
- DBR.5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763
- DBR.5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:
- Conducting historical research
 - Evaluating a broad variety of primary and secondary sources
 - Comparing and contrasting varied points of view
 - Determining the meaning of words and phrases from historical texts
 - Using technology to research, produce, or publish a written product

DBR Standard 2: Key Events, Ideas, and People

Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.

- DBR.5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
- DBR.5.2.2 Identify early explorers and their motivations, challenges, and achievements
- DBR.5.2.3 Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples
- DBR.5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

DBR Standard 3: Key Events, Ideas, and People

Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.

- DBR.5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492

- DBR.5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
- DBR.5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements
- DBR.5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities
- DBR.5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies
- DBR.5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies
- DBR.5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War

Geography

DBR Standard 4: Geography Skills

Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.

- DBR.5.4.1 Differentiate between various types of maps using characteristics, functions, and applications
- DBR.5.4.2 Analyze a map using a variety of tools
- DBR.5.4.3 Analyze maps from the Age of Exploration to 1763

DBR Standard 5: Culture and Environment

Students examine how the physical environment influenced the cultural development of colonial America.

- DBR5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
- DBR5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment

Civics

DBR Standard 6: Purposes, Foundation, and Structure

Students investigate different types of government to understand their influence on the development of government in colonial America.

- DBR.5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States
- DBR.5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence

on the growth of American democracy

DBR Standard 7: Civic Literacy

Students will examine the role of the citizen in government.

DBR.5.7.1 Investigate basic rights and responsibilities of citizens in present-day government

Economics

DBR Standard 8: Resources

Students examine the economic motivations that led to the European exploration and settlement of the Americas.

DBR.5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as *supply and demand* and *scarcity*

DBR Standard 9: Interdependence

Students analyze key events that affected trade and exchange in colonial America.

DBR.5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period

DBR.5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies

DBR Standard 10: Decision-Making

Students investigate how key British economic policies influenced the thirteen colonies.

DBR.5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America

History

DBR Standard 1: Historical Thinking Skills

Students use historical thinking skills to examine the ancient world and its influence on the development of modern civilization.

DBR.6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Comparing and contrasting varied points of view
- Determining the meaning of words and phrases from historical texts
- Using technology to research, produce, or publish a written product

DBR.6.1.2 Construct and interpret a parallel timeline of key events in the ancient world

DBR.6.1.3 Analyze information in primary and secondary sources to address document-based questions

DBR.6.1.4 Identify and compare measurements of time in order to understand historical chronology

DBR Standard 2: Key Events, Ideas, and People

Students examine key historical events, ideas, and people that contributed to the growth of civilizations from ancient times through the Middle Ages and led to the development of the modern world.

DBR.6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes

DBR.6.2.2 Examine how the achievements of early humans led to the development of civilization

DBR.6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China

DBR.6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great's conquests on the spread of Greek culture

DBR.6.2.5 Describe the characteristics of Roman civilization; its cultural, political, and technological achievements; and its influence on other later cultures

DBR.6.2.6 Analyze the origin and spread of major world religions as they developed throughout history

DBR.6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai)

DBR.6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures

DBR.6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages

DBR.6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe

Geography

DBR Standard 3: Geography Skills

Students examine the major physical and political features that influenced world history using maps, charts, graphs, and tools of technology.

- DBR.6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones
- DBR.6.3.2 Plot coordinates of latitude and longitude to determine location or change of location
- DBR.6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes
- DBR.6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs

DBR Standard 4: Culture and Environment

Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.

- DBR.6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world
- DBR.6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement
- DBR.6.4.3 Explain the connection between physical geography and its influence on the development of civilization

Civics

DBR Standard 5: Government: Foundation and Structure

Students examine the influence of the structure, function, and origin of democracy.

- DBR.6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
- DBR.6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy

Economics

DBR Standard 6: Resources and Interdependence

Students explain how resources and interdependence influenced economic growth in the ancient world.

- DBR.6.6.1 Explain the impact of job specialization in the development of civilizations

DBR Learning Standards for Social Studies: Grade 6

- DBR.6.6.2 Analyze the progression from barter exchange to monetary exchange
- DBR.6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts
- DBR.6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world

History

DBR Standard 1: Historical Thinking Skills

Students use information and concepts to interpret, analyze, and draw conclusions about United States history from 1763–1877.

DBR.7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Comparing and contrasting varied points of view
- Determining the meaning of words and phrases from historical texts
- Using technology to research, produce, or publish a written product

DBR.7.1.2 Explain patterns and recurring themes in United States history

DBR.7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States

DBR.7.1.4 Interpret and construct timelines of key events, people and ideas

DBR.7.1.5 Analyze primary and secondary sources to answer questions related to United States history

DBR Standard 2: Revolution and the New Nation

Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1763–1800.

DBR.7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution

DBR.7.2.2 Analyze important turning points and major developments of the American Revolution

DBR.7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution

DBR.7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies

DBR Standard 3: The Expanding Nation

Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1800–1850.

DBR.7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850

DBR.7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850

- DBR.7.3.3 Examine the motivations and influence of major American reform movements during the 19th century
- DBR.7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
- DBR.7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery

DBR Standard 4: War and Reconstruction

Students analyze key people, events, and ideas which led to the Civil War and Reconstruction.

- DBR.7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
- DBR.7.4.2 Analyze important turning points and major developments during the Civil War
- DBR.7.4.3 Describe long-term and short-term outcomes of Reconstruction

Geography

DBR Standard 5: Geography Skills

Students analyze physical and political geography that influenced the growth of the United States from 1763–1877 using maps, charts, graphs, databases, and other technological tools.

- DBR.7.5.1 Analyze the physical and political features of the United States
- DBR.7.5.2 Create maps, charts, and graphs of the United States from 1763–1877
- DBR.7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877

DBR Standard 6: Immigration and Cultural Diversity

Students examine patterns of migration, immigration, and land use that influenced the cultural development of the United States from 1763–1877.

- DBR.7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877
- DBR.7.6.2 Describe motivations of immigrants to the United States from 1763–1877 and the obstacles they faced
- DBR.7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877
- DBR.7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877

DBR Standard 7: Environment

Students identify and describe how physical environments influenced the economic, political, and cultural development of the United States from 1763–1877.

DBR.7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence

Civics

DBR Standard 8: Government: Purposes, Foundation, and Structure

Students understand the purposes, foundation, and structure of the United States government.

DBR.7.8.1 Evaluate the major purposes of government according to the Preamble to the Constitution of the United States

DBR.7.8.2 Differentiate between various forms of government

DBR.7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government

DBR.7.8.4 Evaluate the principles of government embodied in the United States Constitution

DBR.7.8.5 Describe the structure and powers of the three branches of the federal government

DBR.7.8.6 Illustrate how a bill becomes a law at the federal level

DBR.7.8.7 Describe the process used to amend the Constitution

DBR.7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877

DBR.7.8.9 Explain how federal officials are elected or appointed

DBR Standard 9: Global Awareness

Students develop an understanding of United States foreign policy from 1763–1877 by evaluating the influence of key historic events, people, and ideas.

DBR7.9.1 Compare and contrast political divisions of the world from 1763–1877

DBR7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877

DBR7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877

DBR Standard 10: Civic Literacy

Students examine the roles, rights, and responsibilities of citizenship in order to develop civic literacy.

- DBR.7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
- DBR.7.10.2 Identify and describe ways in which citizens influence change in a democratic society
- DBR.7.10.3 Explain the duties and responsibilities of United States citizens
- DBR.7.10.4 Describe the qualifications or requirements for United States citizenship
- DBR.7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877

Economics

DBR Standard 11: Resources, Interdependence, and Decision-Making

Students examine the development and interdependence of the United States economy from 1763–1877.

- DBR.7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
- DBR.7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries
- DBR.7.11.3 Describe government policies that influenced the United States economy

DBR Learning Standards for Social Studies: World Geography

Geography

DBR Standard 1 – World in Spatial Terms and Uses of Geography

Students organize information and solve geographic problems using geographical tools, representations, and technologies.

DBR.WG.1.1 Describe the impact of technology on the study of geography and gather geographic information using technological tools

DBR.WG.1.2 Explain Earth’s grid system, using latitude and longitude to locate key places and to answer geographic questions about that place

DBR.WG.1.3 Compare and contrast various types of maps and map projections and evaluate distortions associated with each map projection

DBR.WG.1.4 Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems

DBR Standard 2 – Physical Systems

Students answer geographic questions about Earth’s physical systems to explain ecosystems and natural processes.

DBR.WG.2.1 Describe and categorize elements of the natural environment as belonging to one of the four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere

DBR.WG.2.2 Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region

DBR.WG.2.3 Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)

DBR.WG.2.4 Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur

DBR Standard 3 – Region

Students examine the unifying characteristics of a given region and determine the challenges and opportunities created by the development of that region.

DBR.WG.3.1 Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations

DBR.WG.3.2 Determine the unifying characteristics that regions possess and explain changes that they have experienced over time

DBR Learning Standards for Social Studies: World Geography

DBR.WG.3.3 Explain how human and physical characteristics facilitate or hinder regional interactions

DBR Standard 4 – Place

Students will identify the physical and cultural characteristics of a particular location and investigate changes to it over time.

DBR.WG.4.1 Determine the physical and human characteristics that comprise the identity of a given place

DBR.WG.4.2 Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities

DBR.WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events

DBR.WG.4.4 Evaluate the impact of historical events on culture and relationships among groups

DBR.WG.4.5 Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time

DBR Standard 5 – Human Systems

Students examine the movement of human populations, information, ideas, and goods throughout history and its impact on human settlement and the economies of various countries.

DBR.WG.5.1 Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time

DBR.WG.5.2 Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends

DBR.WG.5.3 Describe and illustrate specific examples of economic interdependence in various regions

DBR.WG.5.4 Determine the factors that contribute to a country's standard of living

DBR.WG.5.5 Explain how changes in technology have contributed to the spread of ideas and information throughout the world

DBR Standard 6 – Environment and Society

Students analyze ways in which humans adapt to, modify, and depend upon Earth's physical environment.

DBR.WG.6.1 Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment

DBR.WG.6.2 Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges

DBR Learning Standards for Social Studies: **World Geography**

DBR.WG.6.3 Analyze the distribution of resources and describe their impact on human systems (past, present, and future)

DBR.WG.6.4 Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment

Civics

DBR Standard 1 – Foundations of American Government

Students investigate the principles that influenced the Founding Fathers of the United States to create a constitutional federal republic.

- DBR.C.1.1 Describe reasons why government is necessary, explaining competing ideas about the role of government in society
- DBR.C.1.2 Compare and contrast the structure and leadership of different forms of government in various nations
- DBR.C.1.3 Analyze the influence of the Magna Carta, English common law, and the English Bill of Rights in creating a limited form of government in the United States
- DBR.C.1.4 Explain the influence of Enlightenment philosophers, the Great Awakening, and the American Revolution on the American founding documents
- DBR.C.1.5 Explain the issues involved in various compromises or plans leading to the creation of the United States Constitution
- DBR.C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution

DBR Standard 2 – Structure and Purposes of Government

Students explain the structure, roles, and responsibilities of the United States government.

- DBR.C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved
- DBR.C.2.2 Describe the structure and functions of the federal government as stated in the United States Constitution
- DBR.C.2.3 Explain the distribution of powers, responsibilities, and limits on the United States government
- DBR.C.2.4 Cite the qualifications, terms of office, roles, and duties for appointed and elected officials
- DBR.C.2.5 Explain the processes and strategies of how a bill becomes a law at the federal level
- DBR.C.2.6 Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments
- DBR.C.2.7 Explain the role of regulatory and independent government agencies in American society
- DBR.C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures

DBR Standard 3 – Roles of United States Foreign Policy

Students analyze the relationships between the United States and other nations and evaluate the role of the United States in foreign diplomacy and international trade.

- DBR.C.3.1 Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
- DBR.C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically
- DBR.C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
- DBR.C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States

DBR Standard 4 – Functions of Government

Students analyze and critique how the levels of government generate and allocate revenues to carry out the functions of government.

- DR.C.4.1 Describe the elements of United States domestic policy
- DR.C.4.2 Explain how government is financed
- DR.C.4.3 Evaluate various forms of taxes at each level of government based on principle, incidence, and type
- DR.C.4.4 Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
- DR.C.4.5 Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
- DR.C.4.6 Evaluate government programs by their cost and benefits to society
- DR.C.4.7 Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens
- DR.C.4.8 Describe the Federal Reserve System, its functions, and its role in the United States economy

DBR Standard 5 – Role of the Citizen in American Democracy

Students examine how citizens can participate responsibly and effectively in American civic and political life.

- DBR.C.5.1 Distinguish between personal, political, and economic rights of citizenship
- DBR.C.5.2 Differentiate between civic duties and responsibilities, including various forms of civic participation
- DBR.C.5.3 Describe how civil rights have evolved over time to include diverse groups of citizens

- DBR.C.5.4 Evaluate the role of the media and public opinion in American politics, including the use and effects of propaganda techniques
- DBR.C.5.5 Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system
- DBR.C.5.6 Describe key platform positions of the major political parties and evaluate the impact of third parties in election outcomes
- DBR.C.5.7 Explain historical and contemporary roles of special interest groups, lobbyists, and associations in United States politics

DBR Standard 6 – Fundamentals of Economics

Students explain how citizens can become effective decision-makers by applying fundamental economic concepts and reasoning skills in society.

- DBR.C.6.1 Explain the basic problem of scarcity and how it drives economic decision-making
- DBR.C.6.2 Describe the role of the factors of production as part of the circular flow of goods and services model
- DBR.C.6.3 Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP
- DBR.C.6.4 Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers
- DBR.C.6.5 Evaluate how different economic systems allocate resources in terms of their benefits to society

DBR Standard 7 – Economic Systems and Structures

Students demonstrate an understanding of the elements of the United States market economy within a global setting.

- DBR.C.7.1 Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
- DBR.C.7.2 Explain how competition affects both producers and consumers
- DBR.C.7.3 Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system
- DBR.C.7.4 Explain the effects of technology and innovation on global economic interdependence and competition
- DBR.C.7.5 Evaluate how various types of unemployment affect the economy

DBR Standard 8 – Financial Literacy

Students apply economic principles to make sound personal financial decisions.

- DBR.C.8.1 Explain the relationship between education, training, and career options to future earning potential

- DBR.C.8.2 Create a family budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences

- DBR.C.8.3 Compare and evaluate types of credit, savings, investment, and insurance services available to the consumer from various institutions

- DBR.C.8.4 Apply given financial data to real life situations such as reconciling a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud

- DBR.C.8.5 Analyze the benefits and risks of using credit and examine the various uses

History

DBR Standard 1 – Historical Thinking Skills

Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.

DBR.US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting short and sustained research
- evaluating conclusions from evidence (broad variety, primary and secondary sources)
- evaluating varied explanations for actions/events
- determining the meaning of words and phrases from historical texts
- analyzing historians' points of view

DBR.US.1.2 Compare and/or contrast historical periods in terms of:

- differing political, social, religious, or economic contexts
- similar issues, actions, and trends
- both change and continuity

DBR.US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position

DBR.US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent

DBR.US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

DBR Standard 2 – Western Expansion to Progressivism

Students understand the social, political, and economic changes that developed between the periods of the United States' westward expansion, industrial growth, and the Progressive Era.

DBR.US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion

DBR.US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming

DBR.US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement

DBR.US.2.4 Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy

DBR.US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization

DBR.US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response

DBR.US.2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions

DBR.US.2.8 Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement's successes and failures

DBR Standard 3 – Isolationism through the Great War

Students trace the transition in U.S. foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.

DBR.US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories

DBR.US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region

DBR.US.3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war

DBR.US.3.4 Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort

DBR.US.3.5 Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI

DBR.US.3.6 Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles

DBR Standard 4 – Becoming a World Power through World War II

Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.

DBR.US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society

DBR.US.4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism

DBR.US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society

DBR.US.4.4 Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis

DBR.US.4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States

DBR.US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war

DBR.US.4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort

DBR.US.4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society

DBR.US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war

DBR.US.4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War

DBR Standard 5 – Cold War Era

Students examine the Cold War era and how it influenced U.S. foreign policy decisions, domestic programs, and major social movements.

DBR.US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism

DBR.US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions

DBR.US.5.3 Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events

DBR.US.5.4 Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States

DBR.US.5.5 Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War

DBR Standard 6 – The Modern Age

Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence.

DBR.US.6.1 Compare and contrast the domestic policies of the post-Cold War presidencies

DBR.US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society

DBR.US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these

DBR Learning Standards for Social Studies: U.S. History

interactions have defined our image in the region

DBR.US.6.4 Describe events that changed American people's perceptions of government over time

DBR.US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions

DBR.US.6.6 Trace the rise in domestic and foreign terrorism and analyze its effect on America's way of life

History

DBR Standard 1 – Historical Thinking Skills

Students use information and concepts to solve problems, interpret, analyze, and draw conclusions from historical events.

DBR.WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting historical research
- evaluating a broad variety of primary and secondary sources
- comparing and contrasting varied points of view
- determining the meaning of words and phrases from historical texts
- using technology to research, produce, or publish a written product

DBR.WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

DBR.WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda

DBR.WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

DBR Standard 2 – Cultural and Social Development

Students examine the political, social, and economic consequences of the Renaissance, the Reformation, and the Age of Exploration.

DBR.WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change

DBR.WH.2.2 Analyze the causes and effects of the Reformation and Counter-Reformation

DBR.WH.2.3 Evaluate the influence technological innovations had on European exploration, conquest, and colonization

DBR.WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

DBR.WH.2.5 Identify the major personalities of the Scientific Revolution and describe the effects of their discoveries

DBR Learning Standards for Social Studies: World History

DBR Standard 3 – Government and Political Ideals

Students analyze how developments in science, technology, and philosophies influenced historical events from the 16th through the 19th centuries.

DBR.WH.3.1 Analyze the influence of the Scientific Revolution on the Enlightenment and resulting political ideals.

DBR.WH.3.2 Analyze the causes of the English Civil War and the Glorious Revolution and their influence on political change

DBR.WH.3.3 Identify the key philosophers and ideologies of the Age of Enlightenment and explain their influence on world governments

DBR.WH.3.4 Analyze the causes and consequences of the French Revolution and the rise and rule of Napoleon

DBR.WH.3.5 Compare and contrast leaders and key events in the revolutions of the 17th through the 19th centuries and their impact on world political and social developments

DBR Standard 4 – Economic Systems

Students examine how the agricultural, economic, and industrial revolutions transformed European society and the world economy.

DBR.WH.4.1 Evaluate the causes and effects of the Industrial Revolution in England, Western Europe, and its spread throughout the world

DBR.WH.4.2 Describe how the expansion of industrial economies resulted in social and economic change throughout the world

DBR.WH.4.3 Analyze various economic philosophies that influenced political and social life in 18th- and 19th- century Europe

DBR.WH.4.4 Examine the post-Cold War impact on the development of global economies

DBR Standard 5 – Rise of Nation States

Students examine how the rise of the nation state led to expansion and conflict and influenced the rise of new nations, political structures, and new forms of governance from the 17th through the early 20th centuries.

DBR.WH.5.1 Explain the rise and development of the European and Asian nation states

DBR.WH.5.2 Summarize major European conflicts from 1600 to 1900 and their impact on world events

DBR.WH.5.3 Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas

DBR.WH.5.4 Analyze causes and effects of Japan's development as an industrial, military, and imperial power

DBR Learning Standards for Social Studies: World History

DBR Standard 6 – Conflict and Resolution

Students analyze the causes, events, and consequences of major global events of the early 20th century.

DBR.WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I

DBR.WH.6.2 Explain how art, literature, and intellectual thought that emerged in the postwar world reflect the societal changes and disillusionment brought about by World War I

DBR.WH.6.3 Analyze the causes and consequences of the Russian Revolutions of 1917

DBR.WH.6.4 Explain the causes and consequences of the economic conditions of the 1920s and 1930s and how governments responded to worldwide economic depression

DBR.WH.6.5 Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain of the 1920s and early 1930s

DBR.WH.6.6 Explain the origins, key individuals, battles, and major events of World War II

DBR.WH.6.7 Evaluate the political, social, and economic consequences of World War II

DBR Standard 7 – Global Challenges

Students analyze major trends and events of global significance in the post-WWII era.

DBR.WH.7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc

DBR.WH.7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world

DBR.WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule

DBR.WH.7.4 Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world

DBR.WH.7.5 Explain the causes and consequences of the breakup of the Soviet Union on the world

DBR.WH.7.6 Analyze terrorist movements in terms of their proliferation and political, economic, and social impact