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**HIGH SCHOOL ASSESSMENT**  
**SOCIAL STUDIES**  
**CORE LEARNING GOALS**

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# HIGH SCHOOL ASSESSMENT SOCIAL STUDIES CORE LEARNING GOALS

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## PREFACE

The Maryland School Performance Program began in 1989 in response to the report of the Governor's Commission on School Performance and reflects a major strategy for implementing school reform to improve educational opportunity and achievement by each student enrolled in Maryland's public schools. The high school assessment represents the final stage of the Maryland School Performance Assessment Program, which began with State-level assessments in grades 3, 5, and 8.

This document reflects the work of five content teams, appointed by the State Superintendent of Schools, to define Core Learning Goals that will serve as the basis of the assessment. This work is a direct outgrowth of the State Board of Education's Performance-Based Graduation Requirements Task Force.

The outcomes were prepared by a representative group of educators, recognized for their leadership in the fields of English, mathematics, social studies, and science. The Skills for Success component represents a cooperative effort between leading educators and the Maryland Business Round Table. The Core Learning Goals are meant to reflect the essential skills and knowledge that should be expected of Maryland high school students in the 21st century. There is no assumption that the State's high schools currently have the capacity to deliver these goals. Rather, if the goals are adopted, an infrastructure of support and professional development activities, including human and fiscal resources, will be necessary to implement these new standards. Each of the five documents is available upon request to the address listed below.

It is important to note that the Core Learning Goals for Skills For Success are meant to be part of each of the other four content areas. As such they will not be assessed by their own test, but rather within each of the four content areas. The test materials in each area will be developed in such a way that mastery of the Skills for Success is essential to high performance. Hence, you will notice that each of the documents has a section related to Skills For Success. It is also our intent that all teachers, not just those who are teaching English, mathematics, social studies, and science, will be responsible for Skills for Success. It will be important, therefore, that the Skills for Success document is shared with all high school teachers. The graphic that follows is intended to show the relationship between and among the content area and Skills for Success.

The content area information is provided as draft material representing the best thinking of the content teams for public consideration by educators and the public at large. The Content Team membership list is included as an appendix. Individuals and organizations may feel free to duplicate and disseminate the document as appropriate. It is also assumed that prior to adoption by the State Board of Education, or to curriculum redesign occurring at the local school system level, these documents should be shared with the appropriate departments in each high school in Maryland. Information should be gathered as to how departments are interpreting the goals, in order that the content teams may review the diversity of interpretations. Upon review of the anticipated diversity of responses, each Core Learning Goals Content Team would identify the level of specificity for the goals that clearly identifies the intent. At that point the outcomes would be published in the *Maryland Register* in preparation for State Board adoption.

Responses, reactions, and comments may be sent by mail or by fax to:

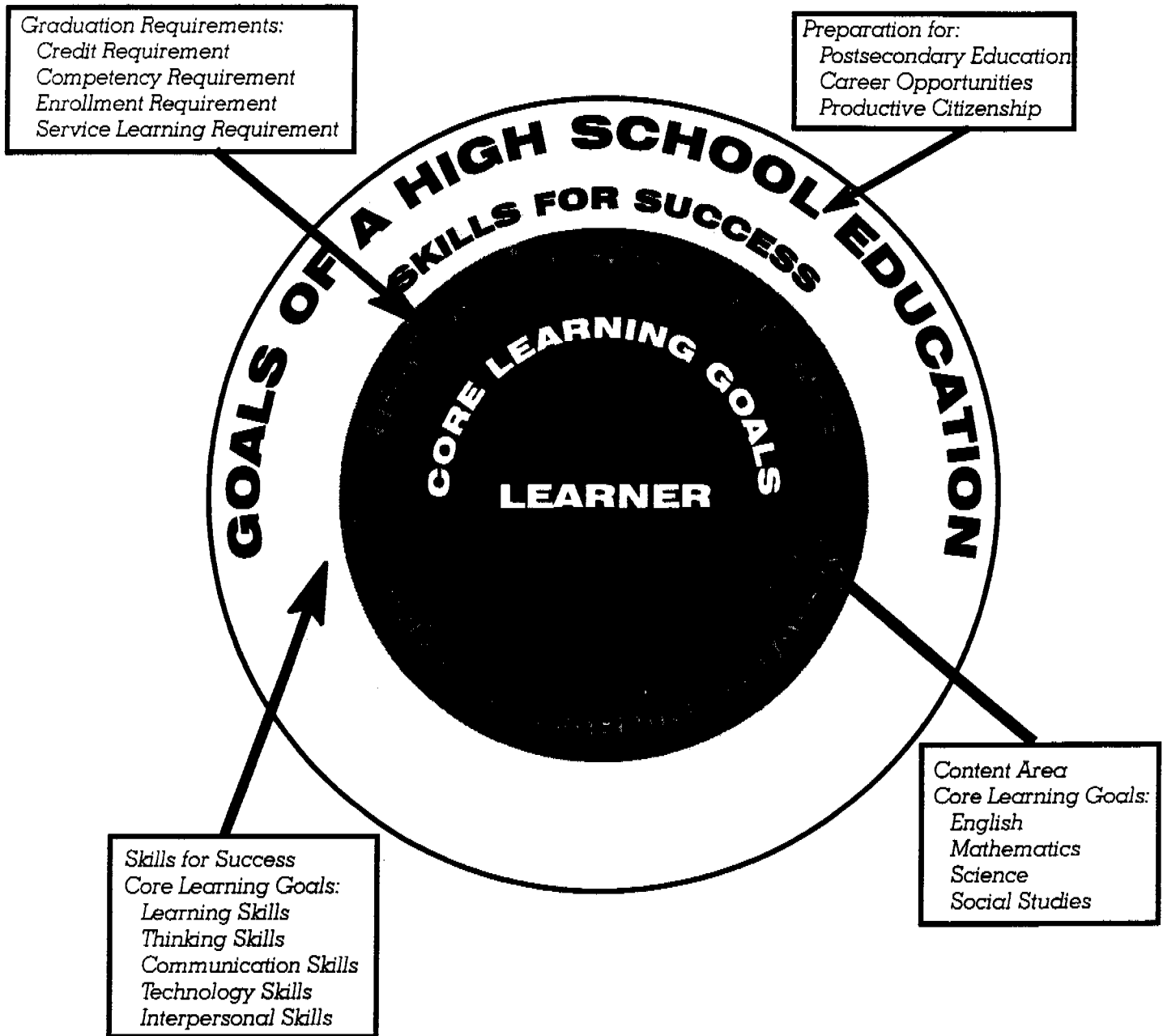
Robert E. Gabrys, Chair  
High School Assessment Task Force  
Maryland State Department of Education  
200 West Baltimore Street  
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Addresses are provided for each of the Content Team members at the end of the document. Any individual should feel free to discuss issues with these individuals. MSDE staff in the content area are also available for explanation of the Core Learning Goal documents.

Thank you in advance for your interest and willingness to aid in the development of high-quality expectations for Maryland high school students prior to graduation.

July 3, 1995  
preface.reg

# CONTEXT OF THE HIGH SCHOOL ASSESSMENT

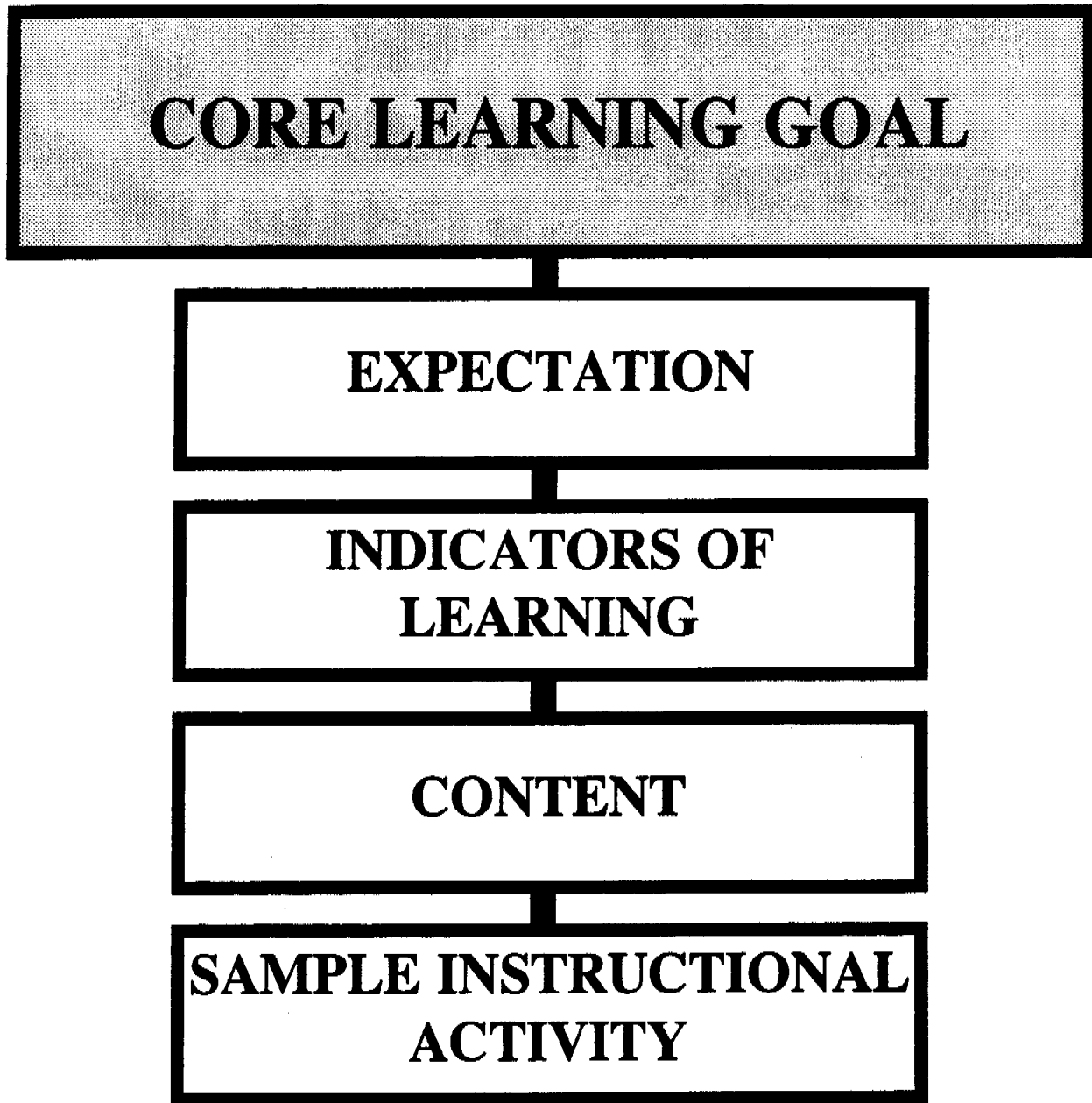


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*DRAFT - SOCIAL STUDIES CORE LEARNING GOALS*  
*JULY 1995*

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**HIGH SCHOOL ASSESSMENT  
CORE LEARNING GOALS FORMAT  
SOCIAL STUDIES**







# **SOCIAL STUDIES CORE LEARNING GOALS**

## **Introduction/Rationale**

The Core Learning Goals for Social Studies include four core learnings from the Maryland School Performance Outcomes for Social Studies: Political Systems, Peoples of the Nation and World, Geography, and Economics. The expectations reflect a blend of the Maryland Social Studies Outcomes and the National Standards in History, Civics and Government, Geography, Economics, and Social Studies.

Embedded in the social studies expectations and indicators if learning are requirements that students demonstrate an ability—individually and as part of a group—to gather information from print and non-print sources, to think critically, solve problems, negotiate, and reach consensus with others as needed to facilitate responsible decision-making, to understand complex ideas, and to generate new ideas. Real-world applications constitute an essential component of these skills and processes and provide practice in the Skills for Success. (See Appendix A for a matrix of the relationship of Social Studies to Skills for Success.) As do all teachers, social studies teachers share responsibility with English teachers for teaching communication, reading, and writing skills.

The expectations and indicators take into consideration the importance of civic education which is reflected by a need for the capacity of self-government, a need for a deeper understanding of the American political system, a knowledge of fundamental principles of governance, and an understanding of the relationship between American history, politics, and government to world history, politics, and government.

The expectations and indicators are written in such a manner to allow curriculum to be implemented using either a chronological or thematic approach. The expectations, indicators, and content include testable information. It is assumed that local school systems and individual schools will add to indicators and content as they think is appropriate.

# **SOCIAL STUDIES CORE LEARNING GOALS**

## **GOAL 1: POLITICAL SYSTEMS**

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland, the United States, and the world.

## **GOAL 2: PEOPLES OF THE NATION AND WORLD**

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a perspective that is multicultural.

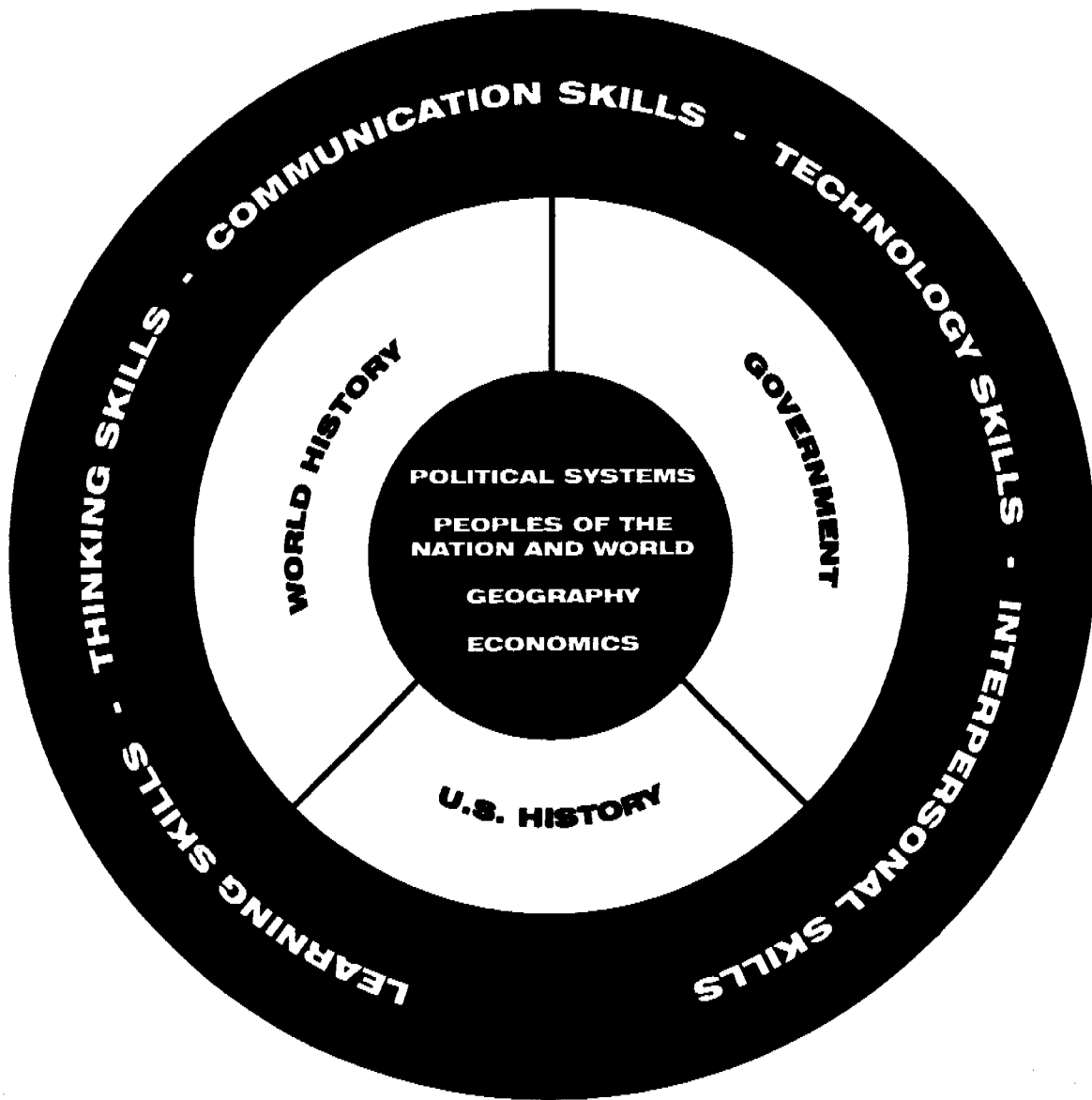
## **GOAL 3: GEOGRAPHY**

The student will demonstrate an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities.

## **GOAL 4: ECONOMICS**

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

# **SOCIAL STUDIES CORE LEARNING GOALS**



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JULY 1995*

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# GOVERNMENT

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## GOAL 1: POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland, the United States, and the world.

1. ***Expectation:*** *The student will use critical and creative thinking skills to demonstrate his or her understanding of the United States system of government and politics.*

### A. **Indicators of Learning**

- (1) The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations.
- (2) The student will evaluate roles and policies the United States government has assumed regarding societal concerns.
- (3) The student will evaluate strategies individuals or groups may use to initiate change in governmental policy and institutions.
- (4) The student will evaluate the degree to which checks and balances, division of powers, and separation of powers assist or impede the functioning of government.
- (5) The student will evaluate the roles and interactions of various groups within political processes in American representative democracy, such as interest groups, business organizations, and community, social, or single-issue groups.

### B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Declaration of Independence.
- (2) United States Constitution including the Bill of Rights and other amendments.

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- (3) Concepts of federalism, checks and balances, and separation of powers.
- (4) Federal government: structure, powers, concerns.
- (5) State and local government: structure, powers, concerns.
- (6) Political parties and interest groups: history, structure, concerns, methods, powers.

## C. **Sample Instructional Activity: Student Service Learning Project**

The student will be assigned a service learning project for which he or she will be placed into one of two classroom groups. Each group will identify, research, evaluate, and formulate a policy position on a current national, state, or local issue. The project will require the completion of a community profile, data based research, public opinion polls, monitoring current government activity on the topic, exploration of all sides of the issue, recommendation of a solution, and presentation of research and resolution to appropriate government officials for response.

2. ***Expectation: The student will evaluate how the United States government has maintained the balance between protecting rights and maintaining order in a diverse society.***

### A. **Indicators of Learning**

- (1) The student will analyze the impact of selected Supreme Court decisions on governmental powers, rights, and responsibilities on our changing society, such as *Marbury v. Madison*, *Dred Scott v. Sanford*, *Lau v. Nichols*, and *Regents of the University of California v. Bakke*.
- (2) The student will evaluate the responsiveness of government in achieving the ideal, "Equal Justice Under Law" during specific periods of United States history.
- (3) The student will evaluate legislation designed to protect rights and promote equity in American society.

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- (4) The student will study various Supreme Court decisions to analyze the role of the Supreme Court as an agent of tradition or change.
- (5) The student will analyze the impact of major court cases on the civil rights movement in American society.
- (6) The student will evaluate the impacts of presidential decisions which have affected the rights of various groups in American society.

**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Supreme Court actions such as those listed above and others teachers find appropriate.
- (2) Presidential use of power, such as Jackson's removal of the Cherokee, Lincoln's suppression of the writ of *habeas corpus*, Truman's integration of the armed services, Eisenhower's executive order at Little Rock, and Kennedy's actions regarding James Meredith at the University of Mississippi.
- (3) Presidential decisions on civil rights, such as Lincoln's Emancipation Proclamation, Roosevelt's executive order for internment of Japanese Americans, Clinton's policy regarding sexual orientation in the armed forces ("Don't ask, don't tell").
- (4) Government response to economic issues such as labor/management disputes, business activities.
- (5) Federal legislation which addresses minority rights and treatment, such as Civil Rights acts, affirmative action legislation, Indian reservation policies, immigration restrictions.

**C. Sample Instructional Activity: Analysis of the 14th Amendment to the United States Constitution**

The student will analyze the implications and applications of the 14th amendment, focusing on "due process" and "equal protection." The student

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will analyze the Bill of Rights to identify topics extended by the 14th amendment. Based on the findings, the student will evaluate selected United States Supreme Court cases and their application of "due process" and "equal protection." Evaluations will reflect competing interests such as conviction of criminals, rights of the accused, victims' rights, government intrusion, or maintaining order. Supreme Court cases could include *Tinker v. Des Moines School District*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *NAACP v. Alabama*, and *In re Gault*.

3. **Expectation:** *The student will demonstrate an understanding of law and the legal system.*

A. **Indicators of Learning**

- (1) The student will analyze underlying principles of law such as common law, presumption of innocence, due process, and trial by jury.
- (2) The student will compare and contrast elements, proceedings, and decisions related to criminal and civil law.
- (3) The student will evaluate the effectiveness of the judicial system as it relates to issues such as procedures, sentencing, and reform.

B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Juvenile and adult justice systems.
- (2) Differences in court jurisdictions and responsibilities.
- (3) Current issues of public concern.
- (4) Changes in interpretation and enforcement of court decisions at specific points in history: post-American Revolution, end of 19th century, early 20th century, post-World War II.



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C. **Sample Instructional Activity: Mock Trial Activity**

Students will be assigned roles as attorneys or witnesses and participate in direct and cross examinations in a trial simulation. The simulation should be based upon an historical or recent case. Students will research the essential facts of the case, relevant law, and procedural approaches. The instructor or community resource person will serve as a judge; other students will serve as jurors. Upon completion of the simulation, students will compare their experiences with the actual outcome of the case.

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## GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a perspective that is multicultural.

1. ***Expectation:*** *The student will evaluate the interdependent relationship of American politics and government to world affairs.*

**A. Indicators of Learning**

- (1) The student will analyze the effect of networks that link nations to United States economic, political, social, and foreign policy.
- (2) The student will analyze the activities of state and local governments in the world.

**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Policies of Maryland state and local government which promote economic and cultural ties with other countries, such sister cities, foreign investments, promotion of tourism, and development of infrastructure.
- (2) Role of U.S. in United Nations, World Bank, International Monetary Fund, North American Free Trade Alliance, GATT.
- (3) U.S. position in regional alliances, such as NATO and OAS.

**C. Sample Instructional Activity: Prepare Presentation on United States Commitment to Policies of the United Nations**

The student will collect and organize data from appropriate agencies, such as the United States Congress, United States Department of State, United States

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Department of Defense, and other print sources. The student will use the data to create a flow chart or other visual organizer to brief their classmates on the levels of United States troop commitments needed to carry out the policies of the United Nations.

2. ***Expectation:*** *The student will compare and evaluate the effectiveness of the United States system of government and various other national and international political systems.*

**A. Indicators of Learning**

- (1) The student will explain advantages and disadvantages of parliamentary democracy.
- (2) The student will compare various types of governments throughout the world based on specific criteria such as structure, selection of leaders and lawmakers, civil rights, and cultural issues.
- (3) The student will analyze the impact of the issues of national sovereignty, self-determination, and human rights on international organizations and relationships.

**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Compare different political systems such as democracy, dictatorship, monarchy, confederation, oligarchy, theocracy.
- (2) Current foreign policy concerns such as economic unions, regional alliances, and regional conflicts.

**C. Sample Instructional Activity: Relating Political Systems, Human Rights, and Current Issues**

The student will review international human rights documents, such as the United Nations Declaration of Human Rights. The student will also review human rights issues in nations with different political systems. The student will then develop hypotheses on the relationship between patterns of action on human rights issues and systems of government.

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## GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities.

1. ***Expectation:*** *The student will demonstrate an understanding of the relationship of geographic concepts and processes to the development of government policy.*

A. **Indicators of Learning**

- (1) The student will explain the influence of population changes and shifts on government policies.
- (2) The student will evaluate the role of government in addressing environmental issues and concerns.
- (3) The student will analyze the roles and relationships of different international, national, and state regions on the formation of government policies.

B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Influence of demographic factors on voting patterns.
- (2) Influence of population changes on government funding decisions.
- (3) International, national, and Maryland regional interests and concerns which lead to conflict or cooperation.
- (4) Regional, state, and local concerns related to government regulatory agencies and policies.

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C. **Sample Instructional Activity: Comparing Policies and Problems Resulting from Population Shifts**

The student will be assigned to one of four groups. Each group will examine migration patterns in one state, such as Florida, Maryland, Arizona, or Michigan, over the past twenty years and the federal and state government responses to this human movement. The group will create a map for the state they research, using the most recent census data, newspaper/magazine articles, and other information, to illustrate the places of origin and settlement for migrants. The group will also create charts or diagrams that identify the factors contributing to opportunities and problems resulting from these movements, such as jobs, housing, health care, and education. The group will then exchange information with other groups and compare problems and policies related to the four states.

2. **Expectations: The student will predict and provide evidence to support his or her prediction of future relationships within and among world cultures.**

A. **Indicators of Learning**

- (1) The student will explain how the five themes of geography (location, place, human-environment interactions, movement, and regions) would be used to predict future international relationships.
- (2) The student will demonstrate an understanding of the perspectives of social scientists toward issues directly connected to geographic factors.

B. **Content. To achieve these indicators, appropriate content includes:**

- (1) Current events and issues and their historical and geographic origins.
- (2) Examples of perspectives of political scientists, geographers, economists on geographic issues of world importance, such as implications of natural disasters.

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C. **Sample Instructional Activity: Exercise of Power in South Africa**

The student will analyze the exercise of power by the South African minority between 1948 and 1994 and identify problems of disenfranchised people there. The student will collect and analyze contemporary news articles and monographs describing events since the transition of power in 1994 and make predictions about future social, political, and economic relations among people of South Africa with data to support those predictions.

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## GOAL 4 - ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

1. ***Expectation:*** *The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate effective government policy.*

### A. **Indicators of Learning**

- (1) The student will evaluate the effectiveness of current monetary and fiscal policies in promoting full employment, price stability, and economic growth.
- (2) The student will utilize the principles of economic costs, benefits, and trade-offs to evaluate the effectiveness of government policies designed to achieve socio-economic goals.
- (3) The student will analyze the role of regulatory agencies and evaluate their social, economic, and political impact on the United States.

### B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Tools of monetary and fiscal policy.
- (2) Competing socio-economic goals such as equity, security, efficiency, national defense, environmental protection, and educational quality.
- (3) Impact of regulation and deregulation of industries, such as the airlines, communications, food, and drug industries.

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C. **Sample Instructional Activity: Evaluation of Government Economic Policies**

The student will identify a historic or contemporary measure taken by the federal government to provide economic security for United States citizens, such as Social Security, FDIC, Medicare, Wagner Act, etc. The student will develop and apply a set of criteria to evaluate whether the policy or action is effective and efficient in providing economic security. The student will present the conclusions to classmates, using visual/oral/written format.



# UNITED STATES HISTORY

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## GOAL 1: POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland, the United States, and the world.

1. ***Expectation:*** *The student will evaluate the degree to which the United States government has maintained the balance between protecting rights and maintaining order in a diverse society.*

### A. **Indicators of Learning**

- (1) The student will analyze the impact of selected Supreme Court decisions on powers, rights, and responsibilities on our changing society, such as *Marbury v. Madison*, *Dred Scott v. Sanford*, *Lau v. Nichols*, and *Regents of the University of California v. Bakke*.
- (2) The student will evaluate the responsiveness of government in achieving the ideal, "Equal Justice Under Law" during different periods of United States history.
- (3) The student will examine and evaluate legislation designed to protect rights and promote equity during different time periods in United States history.
- (4) The student will evaluate the impact of the Reconstruction Period on politics and society.
- (5) The student will analyze the impact of major court cases on the civil rights movement in American society.
- (6) The student will analyze the impact on society of increased governmental powers in wartime during different periods in United States history.

# UNITED STATES HISTORY

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**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Supreme Court cases that significantly reflect or influence changes in American society, such as *Tinker v. Des Moines School District*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *NAACP v. Alabama*, *Roe v. Wade*.
- (2) Religious Freedom: Act of Toleration in Maryland.
- (3) Emancipation Proclamation and Civil War amendments to Constitution (13th, 14th, and 15th amendments).
- (4) Economic, political, social activities of the Reconstruction Era.
- (5) Attempted resolution of government/Native American conflicts through the Dawes Act, treaties, and other legislation.
- (6) Immigration policies.
- (7) Laws and practices which resolved labor/management issues.
- (8) Treatment of particular groups—Native Americans, Asians, African Americans, Latinos.
- (9) Affirmative action laws and practices.
- (10) Role of law-related agencies—militia, FBI, police, National Guard, Bureau of Alcohol, Tobacco and Firearms, Drug Enforcement Administration.
- (11) Suffrage movement and other voting rights acts and actions.
- (12) Presidential decrees affecting particular groups: Jackson's removal of Cherokees, Lincoln's suppression of *writ of habeas corpus*, Truman's integration of the armed services, Eisenhower's executive order at Little Rock, and Kennedy's actions regarding James Meredith at the University of Mississippi.

# UNITED STATES HISTORY

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C. **Sample Instructional Activity: Analysis of the 14th Amendment to the United States Constitution**

The student will analyze the implications and applications of the 14th amendment, focusing on "due process" and "equal protection." The student will analyze the Bill of Rights to identify topics extended by the 14th amendment. Based on the findings, the student will evaluate selected United States Supreme Court cases and their application of "due process" and "equal protection" in an essay. Evaluations will reflect competing interests such as conviction of criminals, rights of the accused, victims' rights, government intrusion, or maintaining order. Supreme Court cases could include *Tinker v. Des Moines School District*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *NAACP v. Alabama*, and *In re Gault*.

2. **Expectation:** *The student will analyze political change brought about by intellectual, social, and economic conditions during different time periods.*

A. **Indicators of Learning**

- (1) The student will analyze the Declaration of Independence as a document that shaped the political philosophy of the United States.
- (2) The student will analyze the evolution of American representative democracy since the writing and ratification of the Constitution and the Bill of Rights.
- (3) The students will analyze how the Progressive Movement influenced government changes at the local, state, and federal levels.
- (4) The student will explain how the New Deal changed relationships among the three branches of government.
- (5) The student will evaluate The Great Society as an experiment in the increased federal role in society.
- (6) The student will assess the impact on government policy of the *laissez-faire* theory of economics on government policy, using examples such as regulation of transportation, banking, and/or the stock market.

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- (7) The student will trace the role of the women's movement and its effect on social reforms and political changes in America, such as civil rights, abolitionism, temperance, suffrage, social services, or education.

**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Issue of states' rights vs. federal power at specific periods in U.S. history.
- (2) Regulation and deregulation of industries (monopolies, post-World War II—airlines, oil industry, communications).
- (3) Government response to economic and social conditions of the Great Depression: creation of government agencies under the New Deal.
- (3) Voting rights legislation.
- (4) Influence of minority groups and pressure groups (labor unions, women) during specific periods in United States history—Seneca Falls, Declaration of Women's Rights, 19th Amendment, Title IX.
- (5) Social reform movements, such as the Great Awakening, nativism, temperance, muckrakers, rights' groups.
- (6) Development of political party system.
- (7) Rise of third parties: Greenback, Labor Populists, Progressives, Socialists.

**C. Sample Instructional Activity: Position Paper on Ratification of the United States Constitution**

The student will analyze the pros and cons regarding ratification of the United States Constitution, based on excerpts from the *Federalist Papers*, colonial newspapers, and private correspondence such as the letters of William Paca, Charles Carroll of Carrollton, and Luther Martin and develop a position paper. Using the position paper, the student will participate in a simulation of a United States Constitution Ratification Convention. Then, identifying a current issue, the student will propose an amendment to the Constitution and debate its ratification.

# UNITED STATES HISTORY

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## GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a perspective that is multicultural.

1. ***Expectation:*** *The student will examine how interactions among individuals and groups from various ethnic, racial, and religious backgrounds impacted the development of the United States.*

### A. **Indicators of Learning**

- (1) The student will analyze the interaction of Native American, European, and African groups during the colonial period and the interaction of cultures.
- (2) The student will analyze the backgrounds of immigrants and changing patterns in settlement in the United States during the 19th century.
- (3) The student will evaluate how late 19th century immigration into the United States impacted American society.
- (4) The student will analyze the impact of early 20th century migration to northern cities on race relations in the United States.
- (5) The student will analyze the effect of participation in the military by minority groups during World War I and World War II on integration in the United States.
- (6) The student will trace the impact of the labor movement on various ethnic, racial, and religious groups.
- (7) The student will evaluate the U.S. as a multicultural society and compare it to other world states.

# UNITED STATES HISTORY

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**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Relationships among ethnic and cultural groups in the American colonies of the British, Dutch, French, and Spanish.
- (2) 19th century immigration from Germany, Ireland, other European, and Asian countries and their settlement patterns.
- (3) Clashes between settlers and Native Americans over land use and ownership.
- (4) Ethnic and racial group contributions: language, customs, literature, music, art, science, political leadership.
- (5) Changes in immigration at the end of the 19th century and beginning of the 20th century—reasons for migration, settlement patterns, labor relations, assimilation.
- (6) Economic and social reasons for migration patterns within the United States.
- (7) Effect of legislation on integration of minorities into mainstream American society.
- (8) Impact of aging of the American population.

**C. Sample Instructional Activity: Issues of the 1920s**

The student will identify the major events and issues of the 1920s such as the Harlem Renaissance, the Scopes Trial, immigration, and Prohibition, that influenced various ethnic, cultural, religious, and racial groups. In groups, students will then simulate a radio program that examines the interactions between the various groups involved in the issue. Topics that might be covered include immigration/quota laws, Sacco and Vanzetti trial, Harlem Renaissance writers, race riots, the Scopes trial, the Back to Africa Movement, reactions to Prohibition, the theater, arts, literature, and music. A group of students could use one or more of the following strategies, as appropriate to their topic, to present their radio program: commercials, news broadcasts, talk shows, comedy, or interview.

# UNITED STATES HISTORY

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2. ***Expectation:*** *The student will examine the historic role of the United States in world affairs.*

A. **Indicators of Learning**

- (1) The student will explain the impact of the Manifest Destiny on United States foreign policy in the late 19th and early 20th centuries.
- (2) The student will examine isolationism as United States foreign policy after World War I and explain how that feature delayed United States involvement in World War II.
- (3) The student will analyze the impact of the policy of containment on American domestic and international politics since World War II.
- (4) The student will analyze the impact of the Korean and Vietnam conflicts on Asian people and politics.
- (5) The student will predict the future role of the United States in relationships with other regions of the world.
- (6) The student will examine the role of the United States in international organizations.

B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Monroe Doctrine and implications in 19th and 20th centuries, including Roosevelt Corollary.
- (2) Manifest Destiny.
- (3) Spanish-American War: Caribbean and the Pacific (Hawaii/Philippines).
- (4) Concept of Isolationism vs. entry into world affairs in the early 20th

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century: Panama Canal, Dollar Diplomacy, use of Marines, Good Neighbor Policy.

- (5) Role of U.S. in World War I and World War II.
- (6) Role of U.S. in international organizations: League of Nations, United Nations and its agencies, Organization of American States, NATO, SEATO, World Bank, International Monetary Fund, World Trade Organization, G7, International Court of Justice.
- (7) Cold War/containment.
- (8) U.S./other nations' roles since breakup of Soviet Union.

C. **Sample Instructional Activity: Evaluating Influence of Treaties and Executive Orders**

After examining American treaties and executive orders from 1790 to the present, the student will select three treaties or orders that he or she believes have had the greatest influence on American foreign policies. Criteria for selection will include the political, social, and economic impact of each treaty or executive order on society. The student will explain his or her choice to a cooperative learning group, and the group will reach a consensus as to the three most significant treaties or executive orders.



# UNITED STATES HISTORY

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## GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities.

1. ***Expectation:*** *The student will demonstrate an understanding of the relationship of geographic concepts and processes to the development of events in United States history.*

A. **Indicators of Learning**

- (1) The student will explain the influence of population shifts on government policy regarding resource allocation.
- (2) The student will analyze government policy on points of origin and numbers of immigrants from a country or region.
- (3) The student will analyze the roles and relationships of the different regions of the United States on the formation of national policies.

B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Government acts to promote settlement: Northwest Ordinance and Homestead Act.
- (2) Government policies favoring selected regions or groups.
- (3) Influence of physical environment and natural resources on internal migrations.
- (4) Tariffs and trade agreements.

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C. **Sample Instructional Activity:** Looking at the Geographic Landscape through Maps

The student will review the township-range surveying system used to lay out political boundaries in the United States after the Northwest Ordinance. The student will be provided with a selected U.S. geological survey topographic quadrangle and asked to interpret the landscape, answering specific questions about location, cultural features, physical features, distance, and direction. The student will estimate areas of land use types along with distances, requiring the use of scale and general map skills. Then the student will write a short essay on the area, describing the physical landscape, industries, agriculture, settlement patterns, and other characteristics to provide a sense of place.

2. ***Expectation:*** *The student will explain the impact of geographical and environmental factors on development of the United States.*

A. **Indicators of Learning**

- (1) The student will identify the opportunity cost of environmental trends and identify their impact on the quality of American life.
- (2) The student will relate the location and type of natural resources found in the United States to its development as a nation and world power in the 20th century.
- (3) The student will analyze the effect on society of American attitudes toward ecological and environmental practices.
- (4) The student will explain the impact of geography on the territorial expansion of the United States.
- (5) The student will explain how the geographic location of the United States affected American foreign policy, such as isolationism.
- (6) The student will demonstrate the ability to create maps which display relationships of the United States with other nations.

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**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Issues of land preservation: creation and use of public lands such as national parks, forests, and preserves.
- (2) Influence of abundance and scarcity of natural resources on government policy: coal, natural gas, oil.
- (3) Reasons for the location of railroads, canals, and highways and influence of these locations on development of regions.
- (4) Effects of environmental protection legislation on movement and regions.
- (5) Reclamation.
- (6) Isolationism, geography, and American foreign policy.

**C. Sample Instructional Activity: Influences of Population Centers and Regions on Development**

The student will select a population center or region, such as Pittsburgh, the Great Plains, or a megalopolis, and trace five to ten geographical and environmental factors which influenced its development as a population center or region. Using current technology, the student will construct a series of maps to show land use changes over time and then predict what environmental changes might take place in the future. The student will compare what he or she learned with current geographic and/or environmental factors affecting the development of his or her community and then predict its future growth or change.

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## GOAL 4 - ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

1. ***Expectation:*** *The student will analyze how resource distribution and allocation affect regional relationships in the United States.*

A. **Indicators of Learning**

- (1) The student will determine how the expansion of slavery related to economic tensions among the regions of the United States.
- (2) The student will explain how the westward movement led to group and regional tensions.
- (3) The student will analyze how the development of industry and transportation in the 19th century affected regional relationships.
- (4) The student will evaluate the post-war economic changes in settlement patterns.
- (5) The student will analyze the impact of American tariff and trade policies on domestic and world economies.

B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Scarcity and unequal distribution of resources.
- (2) Trade and interdependence: national markets and transportation systems, Industrial Revolution, international trade agreements.
- (3) Economic costs and benefits.

# UNITED STATES HISTORY

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- (4) Influence of changes in government policies on market structures, such as Embargo Act of 1807, McKinley Tariff, Hawley-Smoot Tariff, Most-Favored Nation Guarantee, NAFTA, GATT.
- (5) Absolute and comparative advantage.
- (6) Sectionalism in pre-Civil War America.
- (7) Westward Movement.
- (8) Development of urban/suburban areas.
- (9) Industrial development of the South in the 20th century.
- (10) Concepts of mercantilism, laissez-faire, government regulation/intervention.

**C. Sample Instructional Activity: Effect of Economic Factors on Voting Patterns**

Using the presidential election of 1824, the student will identify economic factors that affected regional voting patterns. The student will then complete a similar exercise for two or three recent presidential elections. Using a Venn diagram, the student will compare the economic factors identified with the election of 1824 to recent presidential elections. The student will determine if the same economic factors affected any recent elections.

# WORLD HISTORY

## GOAL 1: POLITICAL SYSTEMS

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland, the United States, and the world.

1. ***Expectation:*** *The student will analyze various causes historians have proposed to account for continuity and changes in political and social order.*

### A. **Indicators of Learning**

- (1) The student will categorize causes of political change and explain the consequences for political and social order.
- (2) The student will evaluate the degree to which institutions promoted continuity to provide stability in a society such as Pharaoh in Egypt, Emperor in Japan, Feudalism in Europe, Hinduism in India.
- (3) The student will explain specific benchmarks or turning points in world history from a variety of perspectives, such as politics, economics, religion, or ethnicity.
- (4) The student will examine how evolving political, economic, and religious alliances affect the cohesiveness within and among world culture regions.
- (5) The student will evaluate the role of technology as it contributes to conflict resolution in communications, transportation, information processing, weapons development, or other areas.

### B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Political structures: Ancient Egypt, Imperial China, Roman Republic and Empire, Ancient Greece, Imperial Japan, India under the Moguls and Guptas, Medieval society, Aztec and Inca empires, Iroquois Nations, 20th century Russia, China after 1949, post-World War II Japan.

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- (2) Exploration of different perspectives on turning points in history: Reign of Alexander/Hellenic period, Peter the Great/Westernization, Chinese order to refrain from further sea exploration, foreign invasions/collapse of Roman Empire, spread of Islam, Silk Road/Marco Polo, Crusades, European explorations, American/French revolutions, independence movements in Latin America, Perry's visit to Japan/Meiji Restoration, revolutions of the 19th and 20th centuries in Europe, Russia, Mexico, China.
- (3) Influence of technology and communication changes: domestication of plants and animals, agricultural revolutions, components of industrial revolution, development of armaments, navigational advances, transportation systems, satellite communications, economic alliances.
- (4) Opportunities and problems resulting from breakup of the Soviet Union, Eastern Europe, and parts of Africa.

## C. **Sample Instructional Activity: Russian Revolution**

The student will study events, personalities, and conditions associated with the 1917 Russian Revolution. From these events, personalities, and conditions, the student will identify philosophy, economic, social, and political causes of the revolution and make a chart comparing causes of the 1917 Russian Revolution to causes of a previously studied revolution or a current revolution.

# WORLD HISTORY

## GOAL 2: PEOPLES OF THE NATION AND WORLD

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a perspective that is multicultural.

1. ***Expectation:*** *The student will analyze the emergence and diffusion of civilizations and their contributions to the modern world.*

### A. **Indicators of Learning**

- (1) The student will explain the types of evidence and methods of investigation anthropologists, archaeologists, and other scholars use to reconstruct human evolution and cultural development.
- (2) The student will identify and analyze cultural diffusion based on movement patterns, belief systems, and economic activities, such as the development of Islam, the development of trade routes, or 19th century migration of Europeans to specific countries in South America.

### B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Early humankind, hunting and gathering societies.
- (2) River valley civilizations: Indus, Nile, Tigris/Euphrates, Yellow.
- (3) Evolution and development of belief systems: polytheism, Hinduism, Buddhism, Judaism, Confucianism, Daoism, Christianity, Islam.
- (4) Urbanization—specialization and trade.
- (5) Stratification of societies, gender roles.
- (6) Renaissance.



# WORLD HISTORY

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- (7) Scientific Revolution.
- (8) Spread of inventions: printing press, gunpowder, compass, water/steam power.

## C. **Sample Instructional Activity: African Civilizations**

The student will identify the factors that led to the emergence of civilizations in West Africa from 300-1600 CE (Ghana, Mali, and Songhai). The student will map the expansion of these civilizations and explain the influence of each on Europe, Asia, and other parts of Africa.

2. ***Expectation:*** *The student will evaluate the causes and effects of the regional and global changes that result from nationalism and imperialism.*

### A. **Indicators of Learning**

- (1) The student will describe the motivations of governments to expand their economic, political, and cultural influence into other areas of the world.
- (2) The student will analyze the ways people, nations, and/or regions view the world and respond to political, economic, and cultural imperialism.
- (3) The student will explain how political borders resulting from nationalism or imperialism create or resolve conflict between and among nations.
- (4) The student will explain how a country's ambition to obtain markets and resources can cause fractures and disruptions in the areas of the world that are targets of its ambition.

### B. **Content. To achieve these indicators, appropriate content includes:**

- (1) Genghis Khan and Mongol invasions.
- (2) Religious nationalism—spread of Islam, Ottoman Empire.
- (3) Holy Roman Empire.

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- (4) Chinese imperialism.
- (5) Guptas/ Mauryans.
- (6) Roman imperialism.
- (7) Japanese imperialism.
- (8) 19th-20th century European colonization.
- (9) Soviet imperialism, spread of communist ideology.
- (10) Current border disputes and ethnic rivalries.

**C. Sample Instructional Activity: Impact of 19th Century Partition of Africa**

The student will map the partition of Africa resulting from the 1884-1885 Congress of Berlin. The student will analyze the overlap of national boundaries and indigenous languages and cultures and make predictions about the impact of the partition on the future of Africa.

**3. *Expectation: The student will compare the causes and consequences of regional and global conflicts.***

**A. Indicators of Learning**

- (1) The student will explain how the consequences of one conflict may sow the seeds of future conflicts.
- (2) The student will analyze how nations and organizations respond to conflicts between forces of unity and forces of disunity such as United Nations actions in Yugoslavia or Somalia, the Organization of American States in Cuba, or the African nations in Liberia.
- (3) The student will draw conclusions about how regional differences or similarities in religion, resources, language, political beliefs, or other factors may lead to cooperation or conflict.

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- (4) The student will analyze 20th century examples of large-scale human rights violations and their regional and global impact.

**B. Content. To achieve these indicators, appropriate content includes:**

- (1) Examples of one conflict leading to another, such as Opium Wars and European control of China, assassination of Archduke Ferdinand and World War I, Versailles Treaty and World War II, British/Arab agreements and creation of Israel.
- (2) Effect of Jewish Diaspora resulting from conflict with Roman Empire.
- (3) Era of Napoleon and aftermath in Europe.
- (4) Conflicts in Africa and Indian subcontinent after independence: apartheid, separation of Pakistan.
- (5) Effect of religious conversions of peoples to Islam, Buddhism, Christianity, Hinduism, or Judaism.
- (6) Genocide—Holocaust, Khmer Rouge, Rwanda.
- (7) Religious and ethnic conflicts, such as Northern Ireland, Yugoslavia, India, Middle East.
- (8) Regional conflicts in Asia, Southeast Asia, Indian subcontinent, Latin America, Africa.

**C. Sample Instructional Activity: Consequences of Religious Conflict in India**

The student will analyze how patterns of daily life on the Indian subcontinent have been influenced by religious traditions (Hinduism, Buddhism, and Islam) throughout Indian history. The student will identify the resulting possible points of conflict among the religious groups and trace the attempts to resolve the growing conflicts prior to Indian independence and partition in 1947. The student will then take a position on the partition in 1947 as the most appropriate solution.

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## GOAL 3: GEOGRAPHY

The student will demonstrate an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities.

1. ***Expectation:*** *The student will describe the important regional and global transformations that resulted in and from the linking of major world regions.*
  - A. **Indicators of Learning**
    - (1) The student will analyze the influence of geographic factors such as location, climate, resources, and settlement patterns on the dynamics of different civilizations, such as the Maya, ancient Ghana, Japan, and Malaysia.
    - (2) The student will evaluate the geographic factors that have led to regional economic or military cooperation, interdependence, or conflict.
    - (3) The student will compare global exchange and trade routes before and after the development of communication and transportation innovations and develop hypotheses to explain the changes in world trade.
    - (4) The student will analyze environmental and ecological uses of the earth's surface in the past and the effect on populations.
    - (5) The student will examine the diffusion across the earth's surface of diseases such as influenza, AIDS, cholera, and bubonic plague.
  - B. **Content.** To achieve these indicators, appropriate content includes:
    - (1) Indian Ocean, Pacific Islands, and Triangle trade.
    - (2) Explorations.
    - (3) Writings of Malthus and Ricardo.

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- (4) Effects of natural disasters—flood, drought, earthquakes—on conflict/cooperation, movements of people.
- (5) Green Revolution.
- (6) Plagues.
- (7) Deforestation and desertification.
- (8) Influence of topography, climate, and location on cooperation, interdependence, or conflict.

C. **Sample Instructional Activity: Consequences of Exchange of Ideas, Goods, and People Circa 1492**

The student will research European, African, and American societies circa 1492 and use a world map to show the exchange of ideas, goods, and people among the Americas, Europe, and Africa. Using charts and maps, the student will demonstrate the short- and long-term consequences of the exchange of ideas, goods, and people on these three world regions.

# WORLD HISTORY

## GOAL 4: ECONOMICS

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

1. ***Expectation:*** *The student will analyze how economic factors affect regional and global relationships in the world.*

### A. **Indicators of Learning**

- (1) The student will explain how the rise of an economically powerful merchant class can contribute to the development and expansion of nation-states, such as in 5th- and 4th-century (BCE) Athens, 17th-century Europe, and 20th-century Asia.
- (2) The student will compare the economic development and expansion of nation-states in different parts of the world at specific times in history, such as the third and second centuries BCE the 15th and 16th centuries, and post-World War II.
- (3) The student will compare the structures of different economic systems and their effects on society and relationships with other regions of the world.
- (4) The student will analyze the social, economic, and political relationships between industrial and non-industrial societies and the effects of these relationships on regional and global alliances.

### B. **Content.** To achieve these indicators, appropriate content includes:

- (1) Tribute systems in early Europe, Africa, and Latin America.
- (2) Serf, slave, and plantation economic systems.
- (3) Feudalism, mercantilism, socialism, communism, capitalism.
- (4) Global economies before and after European expansion since 1500.
- (5) Changes in labor/management relationships.

# WORLD HISTORY

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- (6) Origin and development of economic organizations: Austro-Prussian economic alliance, cartels, GATT, EEC, OPEC, World Bank, IMF, UNDP, World Trade Organization.
- (7) Pacific Rim economies.

C. **Sample Instructional Activity: Development of Chinese and Japanese Merchant Classes**

The student will gather information on the development of merchant classes in China and Japan. The student will classify the information under headings such as philosophical views toward merchants, position of merchants in society (political relationships), social structure (inheritance), and impact on development of classes. After gathering information and classifying it, the teacher, as facilitator, will use the question/answer strategy to compare China's and Japan's merchant classes. The student will then apply what is learned to explain the current economic situation in Asia.

**RELATIONSHIP OF SOCIAL STUDIES CORE LEARNING GOALS  
TO SKILLS FOR SUCCESS**

Shaded blocks indicate a positive match.

SOCIAL STUDIES EXPECTATIONS		SKILLS FOR SUCCESS EXPECTATIONS																		
		1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3
G O V E R N M E N T	1.1						■	■	■		■	■	■					■	■	■
	1.2						■													
	1.3						■	■	■										■	■
	2.1														■		■			
	2.2						■					■						■		
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	3.2						■	■		■		■					■			
	4.1						■	■							■		■		■	■
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	4.1						■	■		■					■		■		■	■
W O R L D	1.1						■				■		■							
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*DRAFT - SOCIAL STUDIES CORE LEARNING GOALS*  
*JULY 1995*

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