Alabama

(Source: *Alabama Course of Study: Social Studies,* Alabama State Department of Education Bulletin 1998, No. 18)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	★	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards do not meet the criteria are designated with an empty star [☆].

Summary:
The Alabama standards/framework document rates highly on four of the five criteria for identifying strong standards. On Criterion #1, its topics are specific and clearly expressed, with very few sweeping or overly academic headings. From its topics, knowledgeable teachers can easily derive the civic core of learning citizens need. On Criteria #3 and #4, essential for equal opportunity to learn, it mandates a sequence of courses from grades five through twelve, the content of which is to be offered to all students. Under Criterion #5 on integration, the document sets geography and narrative history as central disciplines into which ideas and "core information" from economics, law, and American government are interwoven, helping teachers to design topics, when appropriate, out of several subjects at once, to enliven all. Only on Criterion #2 does Alabama waver. As in most state documents built on specific topics, teachers could not thoughtfully present the numerous items for world and U.S. history in the school time available.

Particulars:
Alabama leaves no doubt that methods and implementation remain in local hands, but unlike most states it also leaves no doubt that course order and required content are state matters. The document's preface is clear: "Content standards in this document are minimum and required." And the standards cleanly distinguish between required items and examples that are not required. It says local districts may add standards "to reflect local philosophies and add implementation guidelines, resources, and/or activities, which, by design, are not contained in this document." This candor is refreshing, in contrast to states imposing statewide testing, but still pretending to honor local control of curricular content.

Alabama requires U.S. history/geography to 1900 in grades five and ten, and from 1900 to the present in grades six and eleven; citizenship and world geography in grade seven, and world history to 1500 in grade eight, followed by world history to the present in grade nine. World history suffers in two ways. First, dividing it at 1500 leaves too little time for the ideas and events of the early modern and modern eras that Americans must study to understand their place in the world and their legacy from Western civilization. Second, too many required topics cut chances to treat engaging political ideas and turning-points in depth. Grade eight

items could have been copied from world history textbooks, with 23 main headings and 139 separate topics, many of the latter quite broad (e.g., analyze the intellectual life of classical Greece). In some cases, details proliferate. Other eighth-grade topics important to civic education appear only as a single word (e.g., Plato, Aristotle, Feudalism), when a detail or two could help teachers decide how to begin topics and where to take them. But at least the basics are present, and a good many eighth-grade topics are superior to most. As examples, students are asked to learn the key tenets of major world religions and philosophies and a wide array of causes for Rome's decline and fall.

The standards for ninth-grade world history have 27 main headings/themes and 179 topics, the latter including such items as effects of the Scientific Revolution on the Enlightenment and the long-term and immediate causes of World War I. Although they need to be pared down, the standards for this course have outstanding political strengths: the ideas of Hobbes, Locke, Montesquieu, and Rousseau; the ideas of capitalism, liberalism, and socialism; the economic views of Smith, Malthus, and Marx; a section on European advances in political democracy and social reform in the nineteenth century (particularly valuable for Americans' political sophistication, but rare in state standards); the effects of World War I on the rise of the Bolsheviks in Russia and the global political, social, and economic consequences of that war; the many causes and effects of the Great Depression; the actual steps of "unanswered aggression" in the 1930s; the multiple causes of the Soviet Union's collapse; and specifics on current "world prospects for political democracy and social justice."

On the history, geography, civics, and economics of the United States, the tenth- and eleventh-grade courses obviously need to review and elaborate upon significant content from grades five and six, but active collaboration between middle and high school teachers could do much to cut needless repetition, provide more efficient reviews, and allow time for chosen studies in depth in all four courses. Overall, Alabama's U.S. history courses include almost every central political topic recommended under Part One's "vital topics" for a civic core. One could ask only for a bit more on the ancient and medieval origins of American political thought, the Magna Carta's critical clause on taxation, the complexity of causes for World War II, and recent effects of economic globalization.

In sum, Alabama's standards and course structure suffer only from the common problem of over-stuffing, but less so than in other states. Most of the essential content for citizens' education—ideas, events, turning-points, and the works of individuals—are present or implied. One quick improvement would be to pare down the state's list of required items. A closer focus on political education would allow Alabama's twelfth-grade courses in American government and economics to be taught at markedly higher levels. As is evident from the following descriptions of other states' standards, Alabama's are among the best in the nation.

Alaska

(Source: *Social Studies Framework Chapter Three: Content*, Alaska Department of Education and Early Development, July 2000)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Alaska's standards/framework document satisfies none of the five criteria for identifying strong civic education programs. On Criterion #1, its three clusters of standards, seven on government and citizenship, six on geography, and four on history, together with "key elements" under them, cite almost no specific topics. On Criterion #2, teachers needing to respond to the all-encompassing demands of these standards and elements could not fit them into the teaching time available. On Criterion #3, course order, levels of learning are set not by grade but by age groups: Primary, ages five to seven; Level 1 eight to ten; Level 2, twelve to fourteen; Level 3, sixteen to eighteen. Standards and key elements are the same for all levels. Only the suggested activities differ, but not always appropriately for the age. On Criterion #4, requirement for all students, Alaska is a local-control state. It does not test social studies and presents its documents only as advice to local districts and schools in designing their own curricula. On Criterion #5, the three standards clusters are wholly unrelated, as are their mainly abstract subordinate topics called key elements.

Particulars:
All seventeen main standards are general. One in government/citizenship brushes the specific: "A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation." Of 49 topics ("key elements"), one simply lists the Declaration of Independence, the Alaska and U.S. Constitutions, and the Bill of Rights, with no further comment. Another Government standard is "a student should understand the role of the United States in international affairs." Under it, a key element is "be able to evaluate circumstances in which the United States has politically influenced other nations and how other nations have politically influenced the politics and society of the United States." All geography standards are abstract; the one specific among its 34 key elements is the Statue of Liberty, as an example of "cultural symbols." None of the four history standards has specifics, though one speaks kindly of them: "A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events." None of its 25 key elements cites an example under these categories. Typical elements are "understand that history is dynamic and composed of key turning points" and "understand that history

relies on the interpretation of evidence."

The activities suggested for each key element give no hint of historical eras or settings assigned to any particular grade. Writers of the activities seem to have assumed that all of civics, geography, and history would be taught at all levels. The items seem to be chosen at random, varying from over-ambitious (e.g. Level 3, "Research the impact of the Renaissance on the development of modern art, science/technology, politics, and ideas") to impossible (e.g. Level 3, "Using different sources, discuss the inevitability of the 100 Years War").

Alaska's check-off list is so abstract as to be of little help to teachers. Worse, it enables school districts to provide a very unequal quality of curriculum to different students.

Arizona

(Source: *Arizona Standards: Social Studies Standards*, Arizona State Department of Education, May 10, 2000)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	⯪	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The Arizona document rates well on two of the five criteria for evaluation. On Criterion #1, most topics in history and civics are specific, clearly stated, and largely jargon-free. From them, schools could select a common core of learning for citizenship. But Criterion #2 is not satisfied. Required topics for middle and high school are too numerous and demanding. As in many states, the geography and economics standards attempt to bring introductory college courses down to the secondary level, complete with the academic vocabulary of the national standards booklets for those subjects. Criterion #3 is partly satisfied. Topics are not arranged or articulated grade by grade but under four grade spans (one through three; four through five; six through eight; and nine through twelve). Topics and even details are repeated across grades and spans, as if different writers wrote different levels. On Criterion #4, the document does not say if its content is required of all students, and Arizona has no current plans to assess social studies learning at the state level. Finally, Criterion #5 is not applied, in spite of the point in the standards' introduction that history "integrates the humanities (such as art and literature) and the social sciences (political science, economics, and geography)." Arizona isolates history, civics, geography, and economics into separate strands. Authors of the four strands do not seem to have worked together to avoid overlap and repetition. This weakens the document's usefulness to teachers, to the disadvantage of all four subjects.

Particulars:
History standards for grades four to five imply a course on Arizona and another on American history through the Revolution. Together, the two reflect 32 main topics embodying some 70 subtopics for history, a teachable number for these grades. But civics, geography, and economics add another 34 main topics with 88 items. Nine civics topics, with nineteen items, are on the Constitution. They are separate from history and repetitive, but teachers could easily integrate them if they had time. Of 25 topics with 69 items for geography and economics, two-thirds could also have been integrated with Arizona and U.S. history.

Topic overload is worse in grades six to eight and nine to twelve. Middle school has an average of 50 main topics with 100 separate items each year. High school has an average of 50 main topics, embodying 150 separate items. In addition are "Distinction" or "Honors" top-

ics for each high school subject: six topics with eleven items in history; 39 topics with 68 items in civics; fourteen topics with 28 items in economics; 42 topics with 93 items in geography. Geography adds eight topics with sixteen items under physical geography, taught under Arizona's science standards.

The grades six to eight U.S. history topics to Reconstruction are fairly strong. The long topics list is missing pre-Civil War humanitarian reforms, immigration and nativism, and the early labor movement, all engaging for middle-schoolers and politically instructive. Civil War causes and turning-points are cited, but missing are the hostile interests at stake in Reconstruction, central to its failure in concept and practice. Still, the Klan and Jim Crow laws appear, showing that Lincoln's Second Inaugural prayer was in vain; a lawful union was still a distant hope.

The U.S. history and civics standards for grades nine to twelve are unusually strong, including a list of the forces of rapid economic expansion after the Civil War, helping students see contrasts between our experiences and those of today's developing countries. Although missing in many states, the document includes the violent opposition to labor unions, the farmers' problems behind Populism, President Theodore Roosevelt's conservationism, and the imperialism debate over the Philippines.The causes and course of World War II are absent, as is the cold war. Both are done earlier in world history, but this blurs the reasons for America's reversal of postwar policies, domestic and foreign, from those of post-World War I. The civics standards capture the origins of American political ideas, in Judeo-Christian teachings, Greek democracy, and Roman republican government. History and civics standards together should prove effective, if not swamped by the many, and often abstract, items in geography and economics.

World history, grade spans six-eight and nine-twelve

As in many states, Arizona standards for U.S. history are better for political education than those for the history of the world and the West. In grades six to eight, the ancient world to c. 1500, most standards are general, without detail to help teachers develop them. The demagoguery, factions, and imperialism that felled both Athens and Rome's republic, from which the American founders drew lessons, are missing. Later, the topic "reasons for the fall of Rome" is not helpful without a few details on its decline, some of which concern us today. Feudalism and the Magna Carta are listed but not connected, as they must be for students to see why internal balances of power are indispensable for limited government and meaningful elections.

World history in grades nine to twelve has some of the same needs. All revolutions—English, Scientific, American, French, Latin American—are crowded under one main topic, without events or ideas, even of the Enlightenment or the "laws of nature" applied to society, so much debated by our founders. Missing are nineteenth-century British and European reforms, political and social, the effects of expanded suffrage, legal labor unions, and skilled parliamentary leaders.The crushing of Russian moderates in 1917 is missing, as is that of Weimar moderates, each riveting lessons on conditions dangerous to constitutional government, which led to the Gulags and the Holocaust as surely as Marxist ideas and Nazi racist theories did. Lastly, the world history standards do not deal with current global issues.

Overall Arizona's history and civics standards are better than most, but still lack key topics and are so over-stuffed with others that it is difficult to imagine how they could garner enough instructional time (especially given the unrealistic demands of the geography and economics standards).

Arkansas

(Source: *Social Studies Curriculum Frameworks*, Arkansas Department of Education, Revised, July 2000)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The Arkansas frameworks document does not fully meet any of the five criteria for adequate civic or political education. On Criterion #1, it does not set out a common core of learning about democracy. It has a total of only six specific items in history, politics, and civics. Criterion #2 cannot be applied, since it is impossible to tell what substance may or may not be studied in teachers' limited instructional time under such indefinite items as "Demonstrate an understanding of continuity and change in the state, nation, and world." Under Criterion #3, Arkansas neither mandates nor suggests a sequence of civics-history instruction across the school years. It does, dowever, arrange topics into grade clusters, putting it the "partially met" category for this criterion. Since there is no "essential content" to be required of students, Criterion #4 also cannot be applied, nor can Criterion #5, on the integration of subject matter.

Particulars:
The framework's introduction admits that teachers may find it "less useful than detailed subject-matter-based standards," and "these were made more general than specific so that teachers could easily fit their respective content into the overall strands and concepts" and that "districts, schools, and teachers have greater flexibility in addressing the rich and varied disciplines within this area of the curriculum." Despite claims to honor local control, Arkansas nonetheless plans state tests for social studies based on the vague generalities in its five "strands," which reflect national social studies themes and language.

One kindergarten to grade four standard is "Use a variety of processes, such as thinking, reading, writing, listening, and speaking, to demonstrate continuity and change." Geography applies the same "processes" to analyze interdependence. Civics adds "role playing, to promote responsible citizenship." Economic adds "graphing, charting, estimating, predicting, and using mental math." No grade, kindergarten to fourth, has specifics or examples. Nor do standards for grades five to eight, except for a civics question listing the Declaration of Independence, the Constitution, and the Bill of Rights.

Many items for grades nine through twelve are overwritten (e.g., "Analyze and evaluate diverse contemporary, historical, and geographical perspectives as they relate to important

events, recurring dilemmas, persistent issues.") Alone, civics offers six specifics: "synthesize the principles of United States political heritage" in the Declaration of Independence, Common Sense, the Constitution, Bill of Rights, Civil Disobedience, and Letter from a Birmingham Jail.

Arkansas standards do little for the political education of citizens.They are largely unteachable, overloaded as they are with more than 50 sweeping, complex but abstract "processes" for each grade span. In addition, like those of the National Council of Social Studies (and contrary to the aim of civic competence they both declare), these standards only offer the above six hints in regard to a common core of ideas, writings, personalities, events, and turning-points that might enable citizens from all walks of life to understand and talk with each other coherently about public affairs. As it stands, there is little guidance to prevent Arkansas schools from providing political substance to an elite few and little to the rest.

California

(Source: *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve,* California Department of Education, 2000)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	⯪	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
California's document meets (or partially mets) all but one of the five criteria for political education. On Criterion #1, it presents a common core of learning, with specific topics in history and civics, in clear English with few abstractions. Criterion #3 is met by a grade-by-grade sequence of instruction. It is not mandated, but supported by state programs to help teachers convey the standards. Under Criterion #4, standards-based state tests imply that the content is to be required of all, resulting in a "partially met" rating on this criterion. As a history/geography-centered program, it satisfies Criterion #5, with the social sciences taught in the context of people, times, and places, not separately. As with other detailed documents, Criterion #2 is not satisfied. Most grades contain too many substantial topics to be teachable in the usual school year.

Particulars:
The California document has earned top ratings from national surveys of state standards. But as noted above, and like other states lauded for their specifics, California's standards are overloaded. Key political matters could be overlooked among great numbers of other topics. And perhaps to save space, some key topics are treated too briefly. In this regard, the 2000 document is less useful to teachers for citizen education than the History-Social Science Framework of 1988, updated in 1997, upon which the current standards are largely built.

United States history, grades eight and eleven
For grade eight, from the framing of the Constitution to c. 1900, there are twelve major headings and 69 standards embodying some 110 topics, many of these important and complex enough to need a week of study. Grade eight begins well on the Anglo-American heritage of political ideas, the Magna Carta, the English Bill of Rights, the Mayflower Compact, the major debates and resolutions of the Constitutional Convention, and the Federalist papers. The rise of abolitionism and the steps to Civil War are complete, and all of Lincoln's great addresses are included. The "connection" between Reconstruction and the Thirteenth, Fourteenth, and Fifteenth Amendments is sought, but nothing on the forces behind Reconstruction's collapse or the fact that it rendered the amendments toothless. Thus a vital political lesson is lost. The labor movement, collective bargaining, and strikes are included, but not the opposing forces of state and federal government, courts, police, and press, with

the resulting violence and failure of most strikes. The term "Populism" is present, but nothing on farmers' grievances or the Populist platform, both relevant to current economic, social, and political questions.

Grade eleven U.S. history has eleven main headings, 73 standards and 130 topics, approaching the total number of yearly class periods (of 40-50 minutes apiece). A key political topic, Progressivism, has but one topic of the 130, without the muckrakers, income tax, conservation, debates over imperialism, new attitudes toward labor and trusts, and the reform steps taken by the Roosevelt, Taft, and Wilson administrations, all of which are cited in the earlier framework documents.

Nearing the present, standards grow more general and less related to people, events, and ideas that could stir student interest in politics. Jazz Age prosperity is here, but not the farm depression noted in the framework. The Great Depression's causes remain general. Also left out are the framework's specifics on its depths and political dangers and on American demagogues on left and right. By adding many nonpolitical topics and avoiding others, writers of the new California standards made them weaker for citizen education.

World history, grades six, seven, and ten

All three grades are heavy on non-Western societies and light on political history and the struggles for limited government and democracy. As in U.S. history, the standards grow more abstract with each grade. Grade seven includes, "Understand [the] influence of new scientific rationalism on the growth of democratic ideas," but the plain term "laws of nature" is left out, as are examples to help students grasp the Enlightenment's far less scientific search for "laws of society," seen again in the descent from Darwin to Social Darwinism.

In grade ten's topics on the Industrial Revolution, the only "isms" listed are utopianism, social democracy, socialism, and communism," when conservatism and liberalism were in fact the main contenders in the nineteenth century and (with reversed meanings) still are in the United States. The omission would have been more obvious had standards included political and social reforms peacefully won by parliamentary governments in England and Western Europe up to the Great War of 1914. These reforms, plus advances in medicine, health, longevity, living standards, public schooling, and labor-saving inventions explain European optimism at the century's turn in 1901 (so unlike ours in 2001) and disillusion after WWI.

Causes of that war are left general, although one terrorist's act in Sarajevo and the failure of diplomats in July 1914 not only offer scenes of high tragedy but also show long-range forces tying the hands of individuals in moments of crisis. Like other states, California omits the political moderates in Russia and Germany falling to Bolsheviks and Nazis. Again, nothing is so critical to students' political sense as instances in which promising forms of government fail to survive. In the main, world history standards are strong on the two wars, their causes and consequences. The post-WWII era is adequate, but missing is the Universal Declaration of Human Rights, featured in the framework.

Overall, California standards earn high grades. They are history/geography-centered and avoid both social science jargon and the untethered organizing "concepts" found in many states' standards. Three brief, thoughtful sections on "Historical and Social Science Analysis Skills" precede the topics for grades kindergarten to five, six to eight, and nine to twelve, in welcome contrast to state documents repeating endless lists of "skills" for each grade without regard to student age or the time available for teaching.

But like Alabama and Arizona, with standards that also list specifics, California's document leaves two questions hanging: Why should each teacher be forced to pick and choose among a long lists of topics to decide on what constitutes a civic core for themselves? And how can overloaded standards serve as the basis for a fair statewide assessment?

Colorado

(Sources: *Colorado Model Content Standards for History, 1995; for Geography, 1995; for Civics, 1998; for Economics, 1998*; and *Suggested Grade Level Expectations for Civics, Geography, and History, 2001*, Colorado Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	☆	⯪

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The Colorado standards partly satisfy Criterion #1.They have a number of central, specific topics, but too few of the right topics for a civic core of education. On Criterion #2, teachability, the combined topics and headings for the four subjects cannot be covered even hurriedly in the time schools have. On Criterion #3, Colorado benchmarks imply a grade-by-grade order of courses through grade eight: Colorado history in fourth grade; U.S. history to Reconstruction in fifth; Western hemisphere studies from 2000 BC to the present in sixth; Eastern hemisphere studies, 2000 BC to the present in seventh; U.S. history of the 19th century in eighth. Standards for grades nine to twelve call for full survey courses in both U.S. and world history in those years. On Criterion #4, however, Colorado calls itself a local-control state, and so does not explicitly require these courses. On Criterion #5, despite separate documents for each subject, some connections are made among civics, geography, and history, particularly in middle school, earning a designation of "partially met".

Particulars:
Colorado is an example of topic overload by four different teams writing four separate documents, with too little coordination. In grade eight, "Suggested Grade Level Expectations" for civics, geography, and history add up to 217 topics, needing at least a day or two apiece simply to cover. The 1998 economics standards imply some 40 more. Many general topics could take a week or longer, with a full day just to define (e.g., in geography, "analyze the reasons for divisions and cooperation among peoples, in terms of geography" and "examine various social, political, and economic regions and see how they are different from past to present"). In grade eight, U.S. history from c. 1800 to the present, are such topics as "trace patterns of change and continuity in the history of the United States and compare the laws of various people of various cultures from long ago until 21st Century America" and "describe how the social roles and the characteristics of social organization have both changed and endured in the United States throughout its history."

Standards for grades nine to twelve list all world and U.S. history eras from beginnings to the present. But most topics deal with process rather than specific knowledge, and general

questions abound (e.g., in geography, "compar[e] and contrasting how and why different groups in society view places and regions differently," and in history, "analyz[e] the relationship between economic factors and social and political policies throughout United States history"). The Western and Eastern hemisphere courses in grades six and seven are badly served by geography and civics topics that are ill-aligned with the regions supposedly being studied.

In sum, the raw materials for a civic core of education could be dug out of these documents, including many critical topics that are cited as examples. Colorado's standards and grade level expectations could easily be reordered, integrated, and made teachable by a single new team of teachers and scholars using these documents as first drafts.

Connecticut

(Source: *Social Studies Curriculum Framework,* Connecticut State Department of Education, May 1998)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document fares badly on the five criteria for judging the strength of state standards in education for democracy. Under Criterion #1, it has almost no specific historical, political, or civics content and its headings are general and sweeping. No common core of content could be derived from it. And its "standards" are so vast in scope that Criterion #2 on teachability can not be met. On Criterion #3, Connecticut has local control.The document is said to be intended only to provide guidance to curriculum writers, not to set grade-by-grade objectives that prescribe curriculum. On Criterion #4, social studies is not tested; and there is no sign that particular content is to be offered to all Connecticut students. Under Criterion #5, history, geography, civics, and economics are not integrated but cut apart, their topics scattered among fifteen separate "standards."

Particulars:
There are four standards for history, civics, and geography, three for economics. Of history's four, only #2, "Local, United States and World History" touches on content. Under it appears a list of eleven eras for U.S. history and nine for world history. The other standards are "Historical Thinking," "Historical Themes," and "Applying History." Two items in performance standards for grades five to eight name scattered events: "Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)" and "an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Colombian voyages, the French Revolution, World War II)."

For grades nine to twelve, students are to "demonstrate an understanding of major events and trends in world history, United States history and local history from all historical periods and from all the regions of the world." In standard #3 (themes), the only specifics are "tenets of world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam, Judaism, and indigenous popular religions." These are all the specifics in the document, except for the Declaration of Independence and Constitution, under civics standard #5, "locate at least 50 countries" in geography standard

#12, and "gross domestic product" in economics standards #13 and #14.

The Connecticut document, on its own, is not useful for teaching. Dozens of standards amount to abstract exhortations, each of which could take weeks to satisfy—e.g., "Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past," or "Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time." Some of the skills and analyses are derived from the national standards models for history, geography, and economics, but Connecticut standards writers fail to select essential specifics from among those massive collections. They simply leave most of them out. Between the equally unteachable extremes of too few specifics and too many, they chose the former. The result offers little guidance for classroom instruction.

Delaware

(Sources: *Social Studies Curriculum Framework, 1995*; updated in *Social Studies Standards, End of Grade Cluster Benchmarks, Performance Indicators*, 3 volumes: Grades K-5, 6-8, 9-12, Delaware Department of Education, 2001)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Delaware's 1995 framework itself partially meets Criterion #3 on course order, and only indirectly under its history standard #4 ("content"), dividing the eras of U.S. and world history between grades six to eight and nine to twelve. The updated standards and benchmarks (called "expectations" in 1995) are as vague and general as the originals and do not fully satisfy Criterion #1. Only sections on "performance indicators" in the updated documents present specifics in the four subjects of civics, economics, geography, and history. But there are so many indicators, especially in history, that they would fail Criterion #2 as unteachable in the school time at hand. Statewide tests at grades three, five, eight, and eleven suggest that state standards are required of all students, partially satisfying Criteria #3 and #4. Criterion #5 on integration is not met; economics and geography indicators are unlinked to the history being covered at the same grade level.

Particulars:
From performance indicators, teachers could find a common core of learning for citizenship, but only (a) if they have local authority to choose and (b) state tests are aligned with the indicators and offer a choice of questions. The Delaware documents confuse the relationship between tests and indicators. On the one hand, they say that historical specifics in performance indicators "will not be measured independently" by the Delaware Student Testing Program (DSTP), which are aligned to standards and benchmarks too vague to help teachers design courses. On the other hand, they say indicators—too many to teach—will "set parameters" for the content assessed and students will "use their knowledge of these time periods and topics" to support and explain their responses to the DSTP.

Depending on the role of performance indicators, Delaware has a social studies program that is either too vague or too overloaded to be teachable or testable in ways that are fair to students and their teachers. On the vague end is history standard #1: "Students will employ chronological concepts in analyzing historical phenomena" with its grade eight benchmark, "Examine historical materials relating to a particular region, society, or theme, analyze change over time, and make logical inferences concerning cause and effect," and its grade eleven

benchmark, "Analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change." On the overloaded end are grade eight's 100 main topics (performance indicators) in U.S. history, plus some 40 separate subtopics, following upon some 49 U.S. topics in grade four and 53 in grade five. Grade eleven U.S. history has 131 main topics and grade nine (or ten) world history has 100 separate topics, many of them complex but still missing the events and ideas central to a civic core for the political education of citizens.

As with many other states, Delaware has complicated documents with the roots of teachable, testable standards, but not yet in a form that offers real help to teachers for devloping and teaching their courses. The work of selecting content and setting priorities across the grades still must be done.

Department of Defense

(Sources: *Pre-K -12 Social Studies Standards*; *Grade Level Scope and Sequence*; *DoDEA Course Descriptions 2002-03,* Department of Defense Education Activity)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Drafted to be in close alignment with the National Council for the Social Studies' 1994 *Curriculum Standards for Social Studies: Expectations of Excellence*, the DOD's standards suffer all the shortcomings of the NCSS documents.

In regard to Criterion #1, the standards contain no specific, required topics from which a common core of learning could be derived.This lack of specificity as to curriculum content and student understanding means that the standards are also not truly "teachable," as required by Criterion #2. Technically speaking, Criteria #3 and #4 are met and partially met respectively, by a list of grade-by-grade course descriptions. Yet even these are so vague as to be of limited utility at the classroom level. As to Criterion #5, the NCSS's ten "theme" areas (see below) are repeated rigidly across all courses and grade levels. Unfortunately, this does nothing to lessen the documents' overall feeling of incoherence, but only acts to scatter the substance of each subject area, particularly in regard to history and politics.

Particulars:
Without regard to subject or grade level, each of the NCSS's ten themes automatically appears as a subhead for each course and are presumably given equal weight:

SS1. Citizenship
SS2. Culture
SS3. Time, continuity, and change
SS4. Space and place
SS5. Individual development and identity
SS6. Individuals, groups, and institutions
SS7. Production, distribution and consumption
SS8. Power, authority, and governance
SS9. Science, technology, and society
SS10. Global connections

Specific courses of study are described for the middle and high school years:

Grade 5. U.S. History, Pre-Columbian to the Present

Grade 6. Ancient and Medieval Civilizations
Grade 7. World Geography
Grade 8. U.S. History, Pre-Columbian to 1877
Grade 9. World Regions/Cultures
Grade10. World History, Middle Ages to the Present
Grade 11. U.S. History, 1877 to the Present
Grade 12. United States Government and Electives from Anthropology, Economics, Psychology, Sociology, Contemporary Issues and Asian Culture

Because the ten themes govern everything, however, most topics do not relate to course titles. In grade five, teachers are asked to cover the entire sweep of U.S. history, from at least the fifteenth century to today. Under the theme of "time, continuity, and change," four items are listed. Under civics (SS8/power, authority, and government), another four topics are named, making eight out of 39 for the grade. Under history, not a single event, idea, person, or turning-point is listed. For example, item one is "Trace changes over time in the history of the United States and identify reasons for the change." Civics, also without specifics, starts with "Explain how and why laws and governments have changed." The 31 other topics under the other eight themes are all equally abstract (e.g., under citizenship/SS1, "Demonstrate that different situations call for different forms of action;" under culture/SS2,"Compare commonalities and differences among cultures;" under SS6/individuals, groups, and institutions, "Identify how groups and institutions promote the common good;" under global connections/SS10, "Identify factors that contribute to cooperation among societies").

Standards for a grade six course on ancient and medieval civilizations suffers from similar problems. Under the history/SS3 and citizenship/SS1 subheads, there are five items (out of a total the 36 for the course). Again, not one specific appears, nothing on the major religions; on China, India, Greece, Rome; nothing on feudalism, the Magna Carta, or the origins of limited government. One history item is "Analyze social change resulting from social conflict." A citizenship item is "Analyze the qualities needed for successful leadership." Under SS1/citizenship: "Participate in activities with a variety of persons from diverse backgrounds;" SS2/culture: "Explain the interaction between culture and religion;" and SS5: "Describe the conflict between one's personal values and society's values" are all so vague and broad as to be useless for guiding classroom instruction.

Grade seven easily could be a wasted year for exploring issues important to democracy, presenting geography alone, as though the other social studies subjects did not exist. The history theme has one item: "Use key concepts to explain, analyze, and show connections among patterns of change." A civics item is: "Compare how dissent and related forms of citizen actions influence public policy." And SS9/science, technology, and society asks: "Describe the influence of culture on scientific and technological advancements."

The grade eight U.S. history course, pre-Columbus to 1877, lists only five topics under the history theme (out of a total of 40), none specific. There are also five topics listed under civics, with one specific, the Constitution: "Explain how and why the Constitution has been interpreted to exclude certain groups from its protection and rights." Under SS1/citizenship, teachers and students are urged to, "Display tolerance for all cultures."

This jumble of rigidly imposed themes, unrelated to the specific content to be taught, persists through high school. Standards for a ninth grade course on "World Regions/Cultures" provide no historical context for the regions and cultures being studied and, thus, no coher-

ence or perspective to students.

These problems are most troublesome in the two critical high school courses, tenth-grade world history, Middle Ages to the present, and eleventh-grade U.S. history since 1877. The latter is a common grade eleven course which, if content is sensibly selected, can be taught in both depth and breadth. But the former is not teachable with any level of depth at all. In no other advanced society do schools try to squeeze such a broad sweep of ideas, institutions, and human life into a single year.

Unfortunately, the standards offer little to teachers as they try to figure out how best to proceed. Of the 35 topics listed for grade ten, history gets only three items, all vague: (a) "Explain the historical development of forms of governments;" (b) "Describe how the perception of time affects culture and society;" (c) "Trace the evolution and evaluate the historical significance of oppressed groups and minorities." Six quasi-specific topics peep out from under the other themes: under culture/SS2: "Compare the accomplishments of the Renaissance with similar movements in other cultures." Under power, authority, and governance/SS8: "Outline the evolution of power and influence of world organizations (e.g., NATO, UN, OPEC, ANZUS, Warsaw Pact)."

Of the 41 topics to be covered in grade eleven, only four are listed under history: (a) "Explain the cycle of reform philosophies in United States society;" (b) "Trace perceptions of government as they change over time;" (c) "Discuss the increase in awareness of minority problems;" (d) "Show the impact of given historical events on the social fabric of the United States." A few details crop up under civics: "Summarize the impact of domestic and international efforts to promote peace (e.g., Nye Committee, League of Nations, United Nations, and Sovereignty Debate)" and "Describe how position, doctrines, and the alliance systems expanded governmental authority (e.g., Truman Doctrine, Marshall Plan, NATO, SEATO)." And under SS9/science, technology, and society, we find, "Discuss the need for governmental regulation of science and technology (e.g., FAA, AEC, FCC)."

In place of the specific people, ideas, events, crises, debates, and turning-points that teachers are expected to teach and students are expected to know, the standards offer sweeping, general questions that would require weeks of hard study before one could begin to answer them honestly, if they are answerable at all. In grade eleven, under SS2/culture, we find: "Discuss the philosophical move from self-reliance to reliance on the government," and under SS4/space and place: "Discuss the effects of the philosophy of the frontier." Under production, distribution and consumption/SS7, we get: "Examine how economic flux contributes to civil unrest" and under global connections/SS10: "Explain and propose solutions to global problems."

Broad questions of interpretation which promote the critical use of knowledge are indispensable to effective history and civics teaching. But unless standards writers grapple with the difficult job of identifying which people, ideas, and events are most worth students' attention, each teacher is forced to guess what is most important for students to know and interpret. The only thing preventing the students of different teachers from learning a vastly different curriculum is that a single commercial textbook has been approved for each course and grade level. On their own, the Department of Defense's social studies standards offer little help.

District of Columbia

(Source: *Standards for Teaching and Learning: Social Studies*, with *Benchmarks and Performance Standards*, District of Columbia Public Schools, 2000)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document is missing several of the critical topics for civic education and, thus, only partly meets Criterion #1. On Criterion #2, the specified topics plus numberless unnamed topics implied by general headings, cannot be taught in the hours available. On Criteria #3 and #4, the District does set a grade-by-grade sequence of required middle and high school courses: U.S. history to 1800 in grade five; "Eastern Hemisphere Geography/World Cultures" and "Western Hemisphere Geography," grades six and seven; U.S. history 1800 to 1900, grade eight; D.C. history and government and world geography in grade nine; world history survey from origins to the present, grade ten; U.S. history 1900 to the present, grade eleven; American government, grade twelve. On Criterion #5, expert teachers could integrate subjects in the history-based courses of grades five, eight, ten, and eleven, but the grades six, seven, and nine geography/culture courses have no links to historical context.

Particulars:
Historical content is weaker for being scattered in seven strands rather than integrated in narrative context. And all subjects are confused by a three-column format: "Performance Standards," "Essential Skills," and "Technology Integration."The last seems only to be tech-industry advertising, endlessly listing the same exercises in all grades with no link to subject matter. The first two headings mean little; at times critical specifics fall under standards and at other times under skills. Geography's half of grade nine is largely wasted, repeating material from grades six and seven. This time would be better used for integrated world history/geography courses—as some states and many countries do to avoid the always unteachable grade ten prehistory-to-now high school survey. Though mixed in columns and out of chronological order, world history topics are fairly complete but often too generally stated. It is all the more important that the grade ten course be preceded by world history/geography up to 1750 or so in middle school, with some time spent for review in high school. Otherwise, modern times will not be reached.

The District's overall sequence for U.S. history in grades five, eight, and eleven is well arranged, allowing time in high school for twentieth-century studies in depth. As in world history, a fair number of crucial topics are to be found, especially under history's seventh

strand in each grade. But they are often out of order or hidden behind broad headings. Others appear in the one-semester grade nine course on District of Columbia history and the one-semester grade twelve course on American government, with its sources of American political thought, from the Magna Carta and the English Bill of Rights onward to the works of Hobbes, Locke, Blackstone, Montesquieu, and Rousseau.

As is the case with documents from many of the states, the District of Columbia's standards contain much of the raw material for a civic core of education in politics and citizenship. A new working group could reconsider topic priorities, cut back its overloaded courses, eliminate the wastage in grades six and seven, and clarify the document's format, chronology, and broad headings.

Florida

(Sources: *Social Studies: PreK-12 Sunshine State Standards, 1996*; *Grade Level Expectations: Social Studies K-8, 1999*, Florida Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that have not been developed* or do not meet the criteria are designated with an empty star [☆].

Summary:
Criterion #1 is not met. Almost all specifics appear as examples or are merely implied by broad headings. Criterion #2 is not met; the number of examples and breadth of general topics, particularly in U.S. and world history, cannot be taught in limited school time. *Grade Level Expectations* partly meets Criterion #3, providing a grade-by-grade scope and sequence for grades kindergarten to eight. But as elsewhere, high school standards appear only for the grade span from nine to twelve, not grade by grade. On Criterion #4, essentials as requirements, the "expectations" are not mandated, only recommended, and Florida has no current plan for social studies tests. On Criterion #5, there is no integration of strands: "Time, Continuity, and Change;" "People, Places, and Environments;" "Government and the Citizen;" "Production, Distribution, and Consumption."

Particulars:
The standards document has two columns, "Benchmarks" and "Sample Performance Descriptions." Only one of 44 civics benchmarks mentions history: "The student understands the history of the rights, liberties, and obligations of citizenship in the United States." No benchmark in economics or geography does so. The only specific topics in the history benchmarks are the "significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism;" the Declaration of Independence, the Constitution, and Bill of Rights (as examples, followed by a general topic, "understands the political events that defined the Constitutional period"), and political causes of World Wars I and II. Benchmarks are mostly general (e.g., for grades six-eight: "knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations" and for grades nine-twelve: "understands significant political developments in Europe in the 19th century"). Specifics appear only under sample performance descriptions or as examples in the *Grade Level Expectations* document.

Grades five, eight, and high school U.S. history are three repeated survey courses, from exploration to the present. As usual, they overload each grade and minimize, when not precluding, studies in depth, links between social sciences and the humanities, varied pedagogy, and the study of recent times. The world history benchmarks and performance descriptions

run from ancient Egypt to the present, unteachable in one year. Florida joins other states in turning what were grades six and seven world history courses into amorphous Eastern and Western hemisphere studies. None of the 34 topics for the grade six "expectations" has a specific for civic learning. Relevant examples are limited to Confucius, Buddha, Gandhi, and Mao. In grade seven, which confuses Eastern and Western topics, none has specifics and the only relevant examples are Hammurabi, Moses, and Simon Bolivar. Neither grade list retains the few relevant specifics from the standards' benchmark columns. Ancient religions and Greece disappear; Rome is remembered for its aqueducts. Expectations also dilute the standards by inserting the word "selected" before groups, cultures, civilizations, and "aspects."

In short, the Florida documents need major revision by a team of expert teachers and scholars. At present, they offer no civic core of learning and no real safeguard against the unequal preparation of citizens.

Georgia

(Source: *Georgia's Quality Core Curriculum: Social Studies, 1999,* revised, Georgia Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★½	☆	★	★½	★½

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★½]; and standards that that have not been developed or do not meet the criteria are designated with an empty star [☆].

Summary:
These standards partly satisfy Criterion #1, more so in civics and U.S. history than in world history, which has topics that could have been drawn from a general textbook. In middle and high school courses, topics are either too many or too broad to be effectively taught in schools' limited time; thus, Criterion #2 is not met. Criterion #3 is met mostly through a kindergarten to eighth-grade order of courses; but high school courses are not specified. On Criterion #4, Georgia social studies tests in grades three to eight and eleven are said to be partly based on these standards, implying that their content must be offered to all students, although high school world history remains optional. On Criterion #5, there is a fair amount of integration among civics, economics, geography, and history.

Particulars:
Standards are in five strands: civics, economics, geography, history, and core social studies skills. Grades four and five include a two-year study of U.S. history, pre-Columbian to the present, divided at Reconstruction. But a relatively good selection of topics still makes for a heavy load for those ages, with 28 standards embodying some 95 separate items in fourth grade, and 25 standards with 115 items in fifth grade. In addition are 34 skills "standards" in grade four and 46 in grade five, with thirteen on "information processing" alone (e.g., "Analyzes…from multiple types of sources") and nine on civic participation (e.g., "Organizes and participates in…community action"). Skill exercises alone could take a year if applied to content, as they should be.

U.S. history returns in grade eight's Georgia history and politics course, from pre-Columbian peoples to the present in the context of national life. Topic selection is full, with 51 general civics, geography, economics, and history standards covering 110 items, plus 33 skills standards. High school U.S. history is also a survey with 52 standards and 205 listed topics, plus essays and a "comprehensive paper." Again, too many unprioritized specifics in a survey course preclude thoughtful, memorable study, yet some vital standards are left to a single sentence (e.g., "Analyzes the social, political, and economic results of Reconstruction" and "Analyzes the causes and effects of the Great Depression"). Grades nine-twelve civics standards are more selective, highlighting the Old World ideas behind American political principles.

World history is, as usual, markedly weaker than American history. In a backward step, grades six and seven have been turned from integrated world history/geography courses to two years of "Geography and World Cultures." Grade six has only one history standard out of 53: "Outlines the important historical developments of the Americas, Europe and Oceania, and demonstrates how geographic factors influenced events and conditions." Grade seven asks the same for the Middle East, Asia, and Africa.The text is misleading in saying that these courses encourage "in-depth study." High school world history suffers, in turn, from lack of middle school content. Covering material from the "Old Stone Age" to the present, it is hopelessly overloaded with vast standards (e.g., "identifies the characteristics" of classical China, India, Greece, and Rome). Veteran subject-matter teachers and scholars (in a revision process now going on) should strengthen world history and Western civilization offerings and change the U.S. history sequence to avoid the one-year high school survey.

Hawaii

(Source: *Social Studies Content Standards,* Hawaii Department of Education,1999)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This 23-page document does not fully meet any of the criteria for the political education of young people. Under Criterion #1, it prescribes no specific content at any level. Its standards and benchmarks are wholly general, so Criterion #2 on teachability cannot be applied. Criterion #3, is partially met through benchmarks set out by grade clusters of kindergarten to three, four to five, six to eight, and nine to twelve. Unfortunately, it does not say what courses, at what grades, are to deliver the knowledge implied in the general benchmarks. On Criterion #4, it is not clear that content or courses are offered to all students. On Criterion #5, there is no integration among the five strands of history, political science/civics, cultural anthropology, geography, and economics.

Particulars:
Some limited content appears on two pages headed "Suggested Historical Framework for Implementing the Standards," with a warning that "This framework is not [bold and underlined in the original] a checklist of subjects that must be taught" but only "possible topics." The lists read like tables of content for U.S. and world history textbooks.They imply, without course titles or grades, that U.S. history through Reconstruction may be taught in the sixth- to eighth-grade span and history from Reconstruction to the present in the ninth to twelfth grades. All of world history, hunter-gatherer bands through "Contemporary issues," is listed for high school.

History's first standard is "Change, Continuity, and Causality" with a grade four to five benchmark: "Identify change and continuity in historical eras." A grade six to eight benchmark is "Identify possible causal relationships in historical chronology" and in grades nine to twelve, "Identify cause-and-effect relationships and multiple causation of change." History's next standard is "Historical Empathy" with a grades nine-twelve benchmark "Apply knowledge of historical periods to assess present-day issues and decision making." Third is "Historical Inquiry," with "Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations." Last is "Historical Perspectives" with "Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability."

The political science/civics standards are equally amorphous.Their benchmarks, often more specific even in weak standards documents, are meager. In parentheses for grades four

and five are suggested "key documents (Declaration of Independence, Constitution, Bill of Rights)"—a total of three specifics for all the strands. The "Cultural Anthropology" strand amounts to an outline for a college-level introductory course, and would make no sense without prior study of cultural history, in tandem with geography and economic, social, political, and intellectual history, not to mention the arts and literature.

The introduction for teachers says these standards "integrate and encompass character education, democratic values, and civil attitudes and require active participation." Unfortunately for Hawaii's young citizens and the teachers who must educate them, these standards do not fulfill this promise.

Idaho

(Source: *Idaho Social Studies Achievement Standards, 2000,* Idaho Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document fails to meet Criteria #1 and #2. There are few specifics for U.S. history, but many broad standards which would require great numbers of topics and details to meet. "Interdisciplinary World History" [humanities] carries 111 broadly stated items under "Objectives" and "Content Knowledge and Skills," of which few even touch on an aspect of democracy/civics/politics, with no specifics. On Criterion #3, Idaho does suggest a specific sequence of courses: Idaho studies in grade four; U.S. history, grade five; "Western and Eastern Hemisphere Geography and Cultures," grades six and seven; "Social Sciences Exploratory," grade eight; world history [humanities], grade nine; U.S. history, grades ten and eleven; economics and government, grade twelve. On Criterion #4, requirements are apparently on the way, excepting world history. The grades ten to twelve U.S. courses are needed for graduation and will have end-of-course tests. On Criterion #5, very little subject integration is explicit; it is left to teachers to achieve.

Particulars:
The content of most Idaho social studies courses is presented in two columns, "Standard" and "Content Knowledge and Skills." Most grades scatter subject matter into fourteen "themes" such as "Evolution of Democracy"; "Exploration and Expansion"; "Migration and Immigration"; "Response to Industrialization and Technological Innovation"; "International Relations and Conflicts"; "Cultural and Social Development"; "Organization and Formation of the American System of Government"; "Economic Fundamentals"; "Economic Influence"; "Geography"; and "History of Human Civilizations". Column three lists suggested "Samples of Applications," which "represent possible areas of applications."

The artificial themes cut apart topics belonging together and create a jumble of mixed chronology and extraneous items in middle and high school courses that are only nominally about history. In grade five U.S. history, the only specifics in the standards and knowledge/skills columns are Manifest Destiny, the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution. No narratives or leaders appear. Typical under "knowledge" are "Explore major effects of the Industrial Revolution" and "Describe some changes that have occurred due to wars and conflicts."The grades ten and eleven courses move only a bit closer to specifics (e.g., "Identify the causes and consequences of the Civil

War and Reconstruction" and "Analyze the rise of the American labor movement").

The grades six and seven geography and culture courses are wholly empty of specifics. Of 26 standards and 94 topics (geography has 54), none mentions any specific events, ideas, even countries or regions. All are abstract (e.g., "Identify the criteria used to define types of regions" and "Recognize that as a society becomes more complex, so does its government" and "Explain how culture influences people's perceptions of places and regions"). Given the amorphous grade nine humanities course, Idaho standards leave out what Americans need to know of world history and Western civilization, past and present. A new writing team of expert teachers and scholars is required to fill in the empty spaces.

Illinois

(Sources: *Illinois Learning Standards for Social Studies, 2000* and *Social Science Performance Descriptors, Grades 6-12, 2002*, Illinois State Board of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
On Criterion #1, the Learning Standards have almost no specifics and the few that appear are lost in 256 broad "Benchmarks" and 582 "Sample Benchmark Indicators," most of which are very general. The "Social Science Performance Descriptors" for middle and high school include a fair number of specific examples, but these are buried in 54 pages of demanding general "understandings," drawn from six separate subject areas—political science, economics, history, economic history, social history, environmental history, and culture/social systems. Criterion #2 is not met. Indeed, the content needed to meet the benchmarks in the standards and the performance descriptors could not be covered, even superficially, in the limited instructional time available to schools. Criterion #3 also unmet, as neither document suggests a K-12 sequence of courses. The existence of statewide tests implies that some subject matter may be required of all students, resulting in Criterion #4 being partly met. On Criterion #5, neither document integrates the several social studies subjects.

Particulars:
The Learning Standards document fails in its introductory promise to clarify the learning expected, and "take the guesswork out of decisions" on programs and materials. Most of the "Sample Benchmark Indicators" repeat the benchmark itself, phrased in other words. For example, a grade eleven-twelve benchmark: "Analyze the impact of economic growth" is given the indicator: "Analyze the benefits and costs of economic growth." Many indicators do not relate to benchmarks at all. Teachers are offered little in the way of engaging specifics by which they might open their lessons on the benchmarks.This weakness is underscored by the constant repetition of benchmarks and indicators across grade levels, with the result that many are too demanding for the early grades and too easy for the upper grades.

Political history is thin. Of the 256 benchmarks, it has 25. Economic history has 28, added to 64 benchmarks in the economics strand. Environmental history has 20, added to 40 items in the geography strand. As in many states, economic and geography items amount to introductory college courses. Of 582 indicators, economics has 125 (plus 63 in the history strand) to political history's 58. Civics items are even fewer. For example, a grade four or five benchmark on the Constitution and Bill of Rights is one of 50 for the grade level, with a companion indicator that is one of 115.Though more useful than most, civics items are still

weak on specifics.

The Illinois standards are overstuffed, not with particulars but with vast headings. Month-long benchmarks abound (e.g., a middle school benchmark: "Explain relationships among the American economy and slavery, immigration, industrialization, labor, and urbanization, 1700 to the present"). Items are repeated across grades, as though all eras of history are to be taught at all grade levels in equal depth and breadth-exactly the opposite of a well-articulated, teachable kindergarten through twelfth-grade progression of instruction.

The Learning Standards are unteachable and untestable in predictable ways because of their broad generalizations. No common core of events, ideas, personalities, or turning-points can be found here—despite the introduction's promise to "set the same standards for all students," to avoid "different expectations for different groups of students," and "to provide fair and equitable educational opportunities for all students."

The performance descriptors do not help, offering only what appear to be randomly chosen specifics as examples for the 718 expected performances (of which only 85 are on general, political history). Under each learning standard are six "stages" of understanding, from E up to J (A to B are for elementary). Descriptors are said to help districts "develop curriculum to meet standards," but they actually serve to make that task harder, including many vast topics that would far overflow available instructional time available. For example, just one of 164 political items asks students to "Relate historical trends within the United States and the world that have influenced international relations." One of 85 general hstory topics is "Describe major events in the evolution of non-Western political systems throughout world history." One of 55 topics in economic history is "Analyze how trends in the economic history of the United States have affected the country's political, social, and environmental history." And one of 48 topics in social history asks students to "Evaluate the social consequences resulting from the expanding zone of human interaction over time."The economics and geography items are similarly broad and overloaded. All historical eras and detailed examples are jumbled in this document, its subject areas apparently written by separate teams of specialists. As a result, teachers get little help—not in building a coherent narrative or depicting meaningful interplay among the several spheres of human life, nor in allocating learning efficiently across the grades. Much work remains to be done in producing teachable standards for a civic core.

Indiana

(Source: *Indiana's Academic Standards: Social Studies, 2001,* Indiana Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	⯪	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Indiana's standards wholly meet Criterion #1 on critical specifics, but their sheer volume cannot satisfy Criterion #2, on teachability within the limits of instructional time. On Criterion #3, scope and sequence, the Indiana document sets Indiana studies in grade four; U.S. history to c.1800 in grade five; regional studies of Europe and the Americas in grade six; studies of Africa, Asia, and Australia in grade seven; U.S. history from origins to Reconstruction in grade eight. As elsewhere, high school courses are not assigned to grades. U.S. history runs from Reconstruction to the present after a brief review of prior eras. World history, not required, is a survey from human origins. State requirements only partly meet Criterion #4. A year of U.S. history and a term of American government are required of all students; state tests are planned for grade five in 2003, grade seven in 2005, and grade nine in 2007. On Criterion #5, the level of subject matter integration among the kindergarten to eighth-grade strands of civics, economics, geography, and history is unusually high. Grades nine-ten have no separate strands; content is integrated in the U.S. and world history courses.

Particulars:
Indiana standards show evidence of hard and careful work, with more than usual attention to other state, national, and scholarly models. The pitfalls of many social studies standards have been avoided.The kindergarten to eighth grades carry a fifth strand, "Individuals, Society, and Culture," and some of its items could be taught better with civics and history topics. But most are well matched with the times and places of each grade's main course, so that teachers may easily integrate them on their own.

Once high school world history (and thereby Western civilization) is required and strengthened in the grades six and seven regional courses, Indiana social studies will suffer only from the problem of topic overload. It begins in grade five U.S. history, with 58 main headings embodying some 127 separate topics. Grades six and seven ask for 165 and 160, respectively. The grade eight U.S. history course has 76 main headings with 180 topics, more than one a day over the real teaching year, including such broad items as "Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts." High school U.S. history has 78 headings with 177 topics. These do not count well-chosen but numberless examples in small

print in both grades.

The high school survey course in world history is inevitably overstuffed with 98 main headings and 180 topics, many very broad yet without vital detail for civic education (e.g., "Explain the concept of 'the Enlightenment' in European history, and describe its impact upon political thought and government in Europe, North America, and other regions of the world").

It is precisely to rescue the strengths embedded in the Indiana standards that they should be refined and pared down, and their priorities established, especially for world history in grades six, seven, and high school, before they lose credibility for teachers who must face statewide assessments of student achievement in the near future.

Kansas

(Source: *The Kansas Curricular Standards for Civics-Government, Economics, Geography, and History, July 1999,* Kansas State Board of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Along with those of Alabama, Arizona, and California, the Kansas standards have been highly rated. On Criterion #1, they are specific for all subjects; the civics-government and history items are written in clear English, but the economics and geography strands use overly specialized vocabularies. On Criterion #2, course content is very overloaded. In an attempt at setting priorities, numbers of items are marked as "Recommended indicators to be assessed by Kansas Social Studies Assessment," but with mixed effects, as noted below. Under Criteria #3, the state suggests a kindergarten to twelfth-grade course order. This reinforced by state testing at grades six, eight, and eleven meeting Criterion #4, at least in part. On Criterion #5 and the issue of integration, the four strands are cut apart. The items under civics/government can easily be coordinated with history topics and eras, as can some geography items. Economics is largely separate and abstract.

Particulars:
Kansas recommends U.S. history to 1800 for grade five, the nineteenth century for grade eight, and the twentieth for grade eleven. World history begins in grade six to c. 1600, too long a span for memorable teaching at any school level. World geography takes up the seventh grade, when a two-year meld of history and geography in grades six and seven would allow better teaching of both subjects. One high school year of world history, in grade nine or ten, runs from early civilizations to the present, an unteachable survey almost sure never to reach recent decades. Indeed, only two extremely general topics are marked as eligible for testing after 1900. Among topics listed but not marked are World Wars I and II, Communism, Fascism, the cold war, the rise of new nations after 1945, the collapse of the Soviet Union, and the world struggle for human rights. Recent Kansas tests are reported to have adhered closely to the priorities set in this document, and the suggested kindergarten to twelfth-grade scope and sequence is being adopted by local districts.

The history and civics topics are full and specific. Almost everything important to democratic education is mentioned, but still can be lost in the forest of topics. When subject writing teams work apart from each other, as in Kansas, the limits of school time can be forgotten. Economics and geography are overloaded with topics drawn from their national standards, which are often repeated throughout grades five to twelve, even though geography has grade seven to itself and economics is a senior elective. For example, in grades five and six, of

113 main topics (most with several substantial subtopics) for the four subjects, economics and geography have 40 main topics, but the fifth-grade U.S. history and sixth-grade world history courses, ostensibly the core subjects of these grades, have but 55. In general, civics topics and priorities are modest in number, fit well with U.S. history items, and are age-appropriate.

U.S. history, grades five, eight and eleven

The Old World backgrounds to the colonial and revolutionary periods do not appear in any U.S. history course. Civics lists the Magna Carta, but not as a priority. The major religions, Greek and Roman political ideas and institutions, feudalism and the Magna Carta, the English Revolution and Bill of Rights do appear as priority items in world history. Grade five U.S. history has but six priority items: importance of leaders (named); causes of the Revolution; the Declaration of Independence; the Articles of Confederation; the Constitution as "fundamental law;" and "key ideas in the Preamble." Items listed without priority include the colonies; the introduction of slavery; "key conflicts" such as "class conflict, rural versus settled;" the key compromises in writing the Constitution (all named); the structure of government; the Bill of Rights; and the importance of Washington's presidency. Students, then, could be taking a substantial course, or a curiously light one, depending on local attitudes toward the tests.

Grade eight Kansas and U.S. history has 25 priority items. Topics without priority include the birth of political parties, with main issues before and after 1800; immigration before and after the Civil War; pre-Civil War reform movements ("abolitionism, transcendentalism, women's suffrage"); the rise of big business and industry; the Spanish-American War and the Philippines debate. Again, the grade eight course could be stronger without the weight of 32 civics/economics/geography priorities, none of which is specific to the nineteenth century. The grade eleven Kansas and U.S. history course has but ten priority items, three for Kansas and seven for U.S. history in the twentieth century, as against fifteen for economics and geography. Among the listed but unprioritized items are the home effects of WWI; the consumer and Jazz Age culture of the 1920s; the U.S. as superpower after WWII; civil rights struggles; the Korean and Vietnam wars; the USSR's fall; and contemporary issues. Seven priorities are far too few for a one-year junior course; they invite seriously inadequate treatment of forces affecting students' lives.

World history in grades six and nine or ten

As noted, grade six world history is too long (prehistory to c. 1600) and its mere seven priority items are squeezed by 21 priorities for economics and geography. Not given priority are "strengths and weaknesses of Greek democracy;" the fall of Rome's republic; the causes for the fall of the Roman Empire; the beliefs of Judaism, Christianity, Hinduism, Buddhism, Confucianism, Taoism, and Islam; the Crusades and the Reformation; European colonial empires, mercantilism, and slavery; the effects of the Columbian exchange. World history students are to know "by the end of the eleventh grade," from their grade nine or ten survey course, fourteen items eligible for testing. These fill holes in the grade six course: Greek political ideas (Plato's Republic, Aristotle's six forms of government) and practice (direct democracy, the effects of demagogues); the beliefs of major religions; the medieval origins of limited government. But again, high school world history is much overloaded. History and civics in general are constricted by the failure to integrate the four subjects and by limited numbers of test-eligible items. Their topics, test-eligible and not, rank with the very best in the country for both U.S. and world history. Yet without more classroom time for required studies in world history/ Western civilization, especially since the French and Industrial revolutions, the Kansas standards cannot provide all citizens with equal access to political knowledge.

Kentucky

(Source: *Core Content for Social Studies Assessment, Version 3.0, September 1999,* Kentucky Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	⯪	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
On Criterion #1, the document has no common core of specific learning, only textbook-like headings with a few scattered specifics in government, civics, and history. Content eligible for statewide assessment is in three columns under elementary, middle, and high school, with testing at grades five, eight, and eleven. Content splits among five separate strands: government and civics; culture and society; economics; geography; and historical perspective.The sweeping topics of the five strands could not be taught in the school time available, so Criterion #2 is not satisfied. Nor is it clear how state tests could be written from so general a base. Criteria #3 is partly met through curriculum organized over grade spans. Criterion #4 is also partly met, as this content is presumably required of all students in preparation for state assessment. On Criterion #5, the content is not integrated, but cut into the five strands.

Particulars:
The least helpful strand, as in other states using it, is culture and society. Unlinked to civics, economics, geography, or history, its topics are abstract, teachable only if reintegrated by well-prepared teachers. As examples, two topics are repeated at every level: "All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives" and "As cultures emerge and develop, conflict and competition may occur." Here, as in most current standards, national or state, "culture" means everything and therefore nothing.

The only specifics cited in the civics strand (and then not in historical context) are the Declaration of Independence, the U.S. Constitution, the Declaration of the Rights of Man, the Bill of Rights, the UN Charter, and the UN Declaration of Human Rights—no ideas, leaders, or events. In economics and geography, no topics link to the history taught in the same grade spans. Geography brushes history in two high school topics: "Places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, Appalachian region)" and "People from different cultures or with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict."

U.S. history to Reconstruction and world history to 1500 are in the fifth- to eighth-grade

span, and history since then in grades nine to eleven. The only names cited are Columbus and McCarthy. A typical high school topic is "In the 20th century, the United States has assumed a role in the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War)". In world history, "An Age of Revolution [no date] brought about changes in science, thought, government, and industry that shaped the modern world." The specific content that is only implied here, but needed for honest teaching of such sweeping topics, could not be covered, much less thought about, in the time teachers have. In short, Kentucky has yet to produce a set of carefully selected, teachable, and testable standards for educating citizens.

Louisiana

(Source: *Louisiana Social Studies Content Standards: State Standards for Curriculum Development, May 22, 1997,* Louisiana Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The single-sentence content standards and their accompanying benchmarks (main topics) are listed in four separate strands (geography, civics, economics, and history) under three grade spans (kindergarten to grade four, five to eight, and nine to twelve). Criteria #1 and #2 are not met. No common core of learning can be derived from the vastly general topics in the history strand.There are no specifics, and the content needed to explain the general headings would be mountainous. Criterion #3 is partly met; although no grade-by-grade scope and sequence of courses is suggested, it is clear from the topics that U.S. and world history are to be divided by eras between grade levels five to eight and nine to twelve. Criterion #4 is also partly met; statewide testing of social studies at least implies that some content is to be required of all students. The isolation of the four strands is complete, contrary to Criterion #5 on the integration of disciplines.

Particulars:
As often in strand-divided documents, no geography and economics topics relate to the history being studied in the given grade spans. But in this case, it is true even of the civics topics, where the only two specifics are the U.S. and Louisiana Constitutions. A few light brushes with history appear: "identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture" (in grade span five-eight), "analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society," and "analyzing the major foreign policy positions of the United States and evaluating their consequences" (in grade span nine-twelve). But one looks in vain for specifics in the history strand that would enable students to fill out these topics.

The kindergarten to grade four history benchmarks have no specifics, and some are highly problematic (e.g., "identifying the characteristics and historical development of selected societies throughout the world"). Benchmarks for grades five to eight feature general text-like survey questions (e.g., "analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas" and, for world history, "tracing expansion of major religions and cultural traditions and examining the impact on civilizations in Europe,

Asia, and Africa)". The grades nine-twleve benchmarks are slightly more specific for U.S. history (e.g., "evaluating the significance of the Progressive movement" and "analyzing the origins, course, and results of World War II"). In world history, vast generalities emerge (e.g., "evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies" and "analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts"). One finds no individuals or events, no religious, economic or political ideas. Specifics are left to a massive 247-page *Teachers' Guide to Statewide Assessment,* which fails to identify priorities and offers teachers only a flood of detail.

In short, Louisiana has yet to write teachable, testable civics/history standards.

Maine

(Sources: *Maine's Common Core of Learning, August 1990,* and *Learning Results: Social Studies, July 1997,* Maine Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Like other states' early common cores, Maine's first effort was a brief gloss envisioning an integrated 21st century education detached from academic subjects into four areas: "Personal and Global Stewardship"; "Communication"; "Reasoning and Problem Solving"; and "The Human Record". An appendix, "The Common Core of Learning Organized by Subject Area," had one page on social studies, listing general knowledge, thinking skills, values, and attitudes. *Learning Results* is a bit more useful, with seventeen pages of four separate strands: civics/government history, geography, and economics. It has clear language and a number of specifics, meeting Criterion #1 in small part. But the specifics are mostly examples and too few for a common core of learning. Criterion #2, is not met; although what is here could perhaps be taught in the school time available, it would not make for well-rounded citizenship education. Criteria #3 is partly met through a sequence of learning in grade spans pre-kindergarten to grade two, three to four, five to eight, and nine to twelve. Criterion #4 is not met since it is unclear that topics are to be offered to all students. Contrary to the promises of its introduction and the idea of a common core, the document also fails to meet Criterion #5. It does not integrate the separate subjects to convey or dramatize the complexity of human experience.

Particulars:
Learning Resultspresents fairly comprehensive topics lists that read like textbook chapter and section headings. Under a very few are well-chosen examples. In grades nine-twleve civics, "Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States)" and "Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO)." But most general headings lack even examples to give teachers starting points. In grades nine-twelve history, "Identify and analyze major events and people that characterize each of the significant eras in United States and world history" is followed by a skeletal list of thirteen U.S. history periods and six in world history. In grades five-eight, students are asked for causes and effects of main events in U.S. history "including,

but not limited to, Declaration of Independence, Westward Expansion, Civil War, the Constitution, Industrialization." In grades nine-twelve, students are asked to "Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history." Most are even more general (e.g., "Explain how different ways of knowing and believing have influenced human history and culture."

No individuals, turning-points, or ideas are selected and named as more important than any others.The vague and comprehensive sweep of Maine's topics offers no guide to the use of limited school time. Yet Maine, like other states with no priorities, issues a thick *Guide to the Maine Educational Assessment,* accompanied by sample items and questions, many of which are highly specific, while others can be answered without particular knowledge by students who are good readers. The work of selecting the most essential content, and writing fair and well-aligned tests, has yet to be done.

Maryland

(Source: *Maryland Social Studies Standards, May 19, 2000,* Maryland State Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	⯪	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

ummary:

On Criterion #1, most of the specific history and civics items that form a core of common learning for democratic citizenship are clearly expressed. But on Criterion #2, the volume of topics overall and lists of demanding, time-consuming skills would bury the essentials and prevent teachers from exploring key topics in depth. Criterion #3 is partly met through Maryland standards and tests that are arranged by grade spans, from pre-kindergarten to grade three, four to five, six to eight, and nine to twelve. U.S. history to 1790 is to be taught by the end of grade five, from then to 1877 by end of grade eight, and since 1877 in grades nine to twelve. There is no world history in pre-kindergarten to grade five; grades six-eight take the subject only to the Middle Ages, with grades nine to twelve covering content up to the present. Criterion #4 is only partially met; although the document is unclear on course requirements, state tests imply they are required of all sudents statewide. On Criterion #5, content has six strands: U.S. history, world history, geography, economics, political systems, and peoples of the nations and world.These are not specifically linked, but are listed in columns headed "in the context" of U.S. and world history.

Particulars:

The Maryland standards have been highly rated in national surveys for their inclusiveness and specificity. A strong political education could be built from them, and leave room for other historical themes, if the Maryland School Performance Assessment Program allowed schools or teachers choice of topics to be done in depth and others more briefly. This does not seem to be the case. Topics in the "Social Studies Content Standards" that are eligible for state testing are set in regular type; and those not to be tested in italics. To the extent that schools are driven to teach to the test, many topics vital to a liberal education for citizens may be categorized as of secondary importance.

Notable differences appear between the middle and high school years. First, the number of topics for all subjects is oddly light in the grade six-eight span, in contrast to those for high school. Major topics marked for testing are only nine for U.S. history (usually taught in grade eight), with some 27 sub-items; eight in world history (grade six or seven), with 22 sub-items; and seven in political systems, with twelve sub-items.This is in contrast to one-year high school courses: U.S. history with 54 testable main topics containing some 120 sub-items, world history with 48 and 115, and political systems with 24 and 59.

Within these numbers, and as in most other states, the selection of topics for civics and U.S. history is decidedly stronger than for world history, especially in middle school. Grade eight items in U.S. history are fairly well centered on the effects of the Revolution, the debates of the Constitutional Convention, sectionalism, the causes and turning-points of the Civil War, and the goals and effects of Reconstruction. Listed, but not for state testing, are pre-Civil War industry, immigration, Jacksonian democracy, the several reform movements, and most surprising, the origins of American slavery and its institutions. In civics/political systems, grade eight is also light, but includes the basic principles of the Constitution.

cultural developments in Mesopotamia, Egypt, India, China, and Kush; the unification of China, Mali, and other African empires; and the Incas, Mayas, and Aztecs. In contrast, there is only one general item on the social and political institutions of Athens and Sparta and one on unification of the Mediterranean basin under Rome. Listed but in italics, thus presumably not to be tested, are Greek culture and philosophy, the Roman Republic, the causes for the decline and fall of Rome, Judaism, Christianity, Confucianism, Taoism, Hinduism, Buddhism, Islam, the medieval Christian church, the Crusades, centralized monarchies, and "developments in constitutional rights and representative institutions (e.g., the Magna Carta)." In other words, the omissions contain much that is essential for the preparation of educated citizens.

In high school, testable topics shift from too light to too heavy. A survey of world history from 1400 to the present cannot be engagingly taught. Most central matters for citizens' education are included, but would be lost or hurried. They rightly include the English Civil War and "Glorious Revolution" (though the English Bill of Rights is in italics); the political ideas of the Enlightenment; a comparison of the causes, character, and consequences of the English, American, and French revolutions and their "enduring effects" on global expectations of self-government and liberty (missing in most state documents); all of the 19th century "isms" still debated in this country and across the world (rarely included by other states); the causes, outcomes, and costs of World War I; the Russian Revolution (singular, not plural, so the experiment of Russian political democracy in 1917 is absent); the causes and consequences of the Depression and a full analysis of World War II's background, including Western appeasement; the effects of war and the Holocaust; and all major world events since 1945, including the global effects of liberal democracy.

Similarly, U.S. history's main, test-eligible topics are full in their coverage, though at times lacking in critical specifics upon which main topics may be built, such as the conditions allowing our rapid post-Civil War industrialization, the 1890s debate over imperialism, the foreign and domestic successes of the Marshall Plan, the leaders and critical court cases in the civil rights movement.

Maryland teachers' main problem will be lack of time, especially in high school, as in such states as Arizona, California, and Virginia, whose standards are also rich, but overloaded. The best choice for each state is to slim down the standards themselves by setting priorities. To list all and mark only some for testing is not a way out. It invites endless lobbying and changes forced by special interests. Another corrective may emerge as states move away from problem-filled grade-span testing to end-of-course assessments. If written by a state's own scholars and teachers, test questions could be better aligned with standards and also allow schools and teachers more choice about which topics to emphasize. Overall, Maryland has substantially improved its standards with the 2000 version, but world history needs more curricular time and the selection of priorities is still incomplete.

Massachusetts

(Source: *History and Social Science Curriculum Framework, October 2002,* Massachusetts Board of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	☆	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This 130-page document, written under direction from the State Board of Education, replaces the framework of 1997, which ranked among the country's best in two national surveys despite its confusing format. The new version represents a long step backward. Technically, it meets Criterion #1 by including most topics important to the education of citizens. But it fails Criterion #2. As in many detailed frameworks, key topics are buried under numberless required details, "concepts," and skills which cannot be taught, much less mastered, in the time schools have. Criterion #3 is largely met. Grades pre-kindergarten to seven have a mandated course order. Grade three is on Massachusetts history; grade four is on geography and people of the United States today; grade five is U. S. history through the formation of the national government under the Constitution; grade six is world geography; grade seven is world history, from origins to c. 500 AD. For grades eight-twelve, five different "pathways" are set for world history I and II (divided at c. 1750), U. S. history I and II (divided at 1877), and senior electives. The 2002 version does not meet Criterion #4. Its great failure is to have world history explicitly required and tested only through grade seven, to the fall of Rome. Only U. S. history is tested statewide at the high school level. Districts are told they may choose which and how much world history/Western civilization is taught between grades eight and twelve. Contrary to the state's Reform Act of 1993, no common core of knowledge of the world and the West will be offered to all students. Criterion #5 is largely met. Except for grades four and six, and senior electives, the four basic subjects are brought together in a chronological narrative.

Particulars:
Despite this document's overload of items, it nonetheless omits important topics. Grade six geography is an example. It requires sixteen "concepts and skills" embodying 40 separate chores. Its 27 main standards embody 90 required topics, but 47 other topics are left optional. These include ethnic and religious groups, obstacles to economic progress, the European Union, environmental issues, levels of schooling, the status of women, population growth rates, the situations of Korea and Taiwan, the partition of India, and the establishment of Israel. Grade seven world history to c. 500 AD has 43 standards with some 110 topics, each

needing at least one to three days simply to cover.

In grades eight through eleven, the overload is worse for both world and U. S. history. World history I from c.500 through the Enlightenment has 38 main standards with 145 subordinate topics, many highly complex in themselves. World history II, with 48 standards, has 230 separate topics, many demanding substantial time for effective teaching and student comprehension (e.g., the effect of Enlightenment political thought; the ideas of Adam Smith and Karl Marx; liberalism; Africa's interaction with imperialism; the Bolshevik Revolution; the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin; the background, course, and consequences of the Holocaust; the Korean War; the Vietnam War; the computer revolution; the September 11, 2001 terrorist attacks). School districts' freedom to teach as much or as little world and Western history as they choose, coupled with the impossibility of doing even half of these topics in the limited instructional time schools have, will mean great disparities in students' access to learning that is vital to them as citizens. The two high school level courses in U. S. history suffer the same problems of overstuffing. Much important learning cannot help but be skipped or diluted. U. S. history I has 40 standards with 190 topics, including such complexities as the compromise on slavery at the Constitutional Convention of 1787; the causes and impact of immigration; the Emancipation Proclamation, and the failure of Reconstruction. U. S. II has 33 main standards with 210 separate topics.

Revision of this document is called for, if only to align it with the promises of its opening pages. Its authors say it is not meant to be "the whole curriculum," and claim that in order to write "Learning Standards that can be reasonably taught in some depth within the time available," they have been "selective about topics for a basic core" of knowledge. They urge teachers to "elaborate" on what is here, to add topics they see as important, as well as to enliven classes with "current events and issues." The oddest feature of the document is, of course, dropping modern world history/Western civilization as required, tested subjects after the events of September 11, 2001, which appear twice in its standards. Ironically, the "Introduction" has adapted excerpts from the 1987 *Education for Democracy* booklet; including its plea for "the facts of modern history, dating back at least to the English Revolution, and forward to our own century's total wars; to the failure of the nascent liberal regimes of Russia, Italy, Germany, Spain, and Japan" and how "citizens in our society need to understand the current conditions of the world, and how it got that way" and "the roots of our present dangers." If this document's required topics were taken seriously, it is doubtful whether teachers of either U. S. or world history courses could possibly do this and still reach recent times.

Michigan

(Source: *Michigan Curriculum Framework,* Michigan Department of Education, no date, with pages on social studies, a reformat of *Michigan Framework for Social Studies Education: Content Standards*, adopted by the State Board of Education, July 19, 1995)

The five criteria:An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
On Criterion #1, Michigan's framework merely lists titles of ten eras of U.S. history (none for the world) and cites no persons, events, ideas, or institutions, and mentions only the Declaration of Independence and Constitution in civics. On Criterion #2, the substance behind its sweeping "benchmarks" could not be covered in the time schools have. On Criterion #3, the only sign of course order is that five U.S. history eras to 1877 are listed. Criterion #4 is classified as partly met since Michigan administers state-developed tests at grades five, eight, and eleven, which are said to have "identified the 'essential content' for all social studies disciplines." On Criterion #5, there is no real integration among the seven separate social studies strands.

Particulars:
A typical benchmark for middle school U.S. history, under history standard #2, says "Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction." The next is "Identify and explain how individuals in history demonstrated good character and personal virtue." The same two benchmarks appear for high school, with the first revised only to read "since Reconstruction."This first question is repeated under history standard #3, substituting "primary and secondary sources" for "narratives and graphic data."

A benchmark for world history in middle school is "Select conditions in various parts of the world and describe how they have been shaped by events from the past." For high school, a benchmark says only "Identify some of the major eras in world history and describe their defining characteristics." A high school geography benchmark is "Describe how major world issues and events affect various people, societies, places, and cultures in different ways," and another is "Explain how events have causes and consequences in different parts of the world." By its nature, civics does a bit better, especially in middle school. Benchmarks ask for the origins of ideas in the Declaration of Independence, the purposes and provisions of the Constitution and functions of federal institutions. High school benchmarks tend to the abstract (e.g., "Decide what the relationships should be between the United States and inter-

national organizations [none named]" and "Analyze causes of tension between the branches of government").

The Michigan standards provide little guidance to school districts and teachers of where to start, what to select or leave out, and what is crucial or relatively unimportant. It is not clear how meaningful tests could be derived from these materials. And, indeed, it appears that the state's tests—not its standards or curriculum resources—are really driving what is called "a very consistent de facto sequence of instruction."

Minnesota

(Source: *High Standards*, Minnesota Department of Children, Families, and Learning, August 30, 1999. This alters only the format of Minnesota's 1998 Profile of Learning)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	⯪	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Minnesota is reportedly preparing curriculum frameworks to guide local selection of subject matter to meet these standards, which with few exceptions are wholly abstract—a loose brand of "outcomes-based-education" dressed up in "standards" language. High Standards does not fully meet any of the criteria for judging strong standards for democratic education. It arranges topics into grade clusters, gaining a "partially met" for scope and sequence, Criterion #3. But it avoids naming any of the disciplines. Its ten "Learning Areas" are (1) read, view, and listen; (2) write and speak; (3) arts and literature; (4) math applications; (5) inquiry; (6) scientific applications; (7) people and cultures; (8) decision making; (9) resource management; (10) world languages (optional). History falls under #5, inquiry, and #7, peoples and cultures. Civics appears only under the latter, as though unsuited to inquiry. Curiously, it is not included in decision making, which lists only personal health, physical fitness, and career preparation. Needless to say, Criteria #4 and #5 are not met.

Particulars:
At the primary (kindergarten to grade three), intermediate (grades four to five), and middle school (grades six to eight) levels, history and civics have no specifics at all. For high school, the inquiry area gives history four of twelve standards, along with math research, issue analysis, research process, social science processes, research and create a business plan, market research, case study, and new product development. History choices, none required, are called history of science (e.g., "gathering information on one scientific breakthrough"); history through culture (e.g., "interpreting ideas from artistic expressions to compare representations of a historical period to selected philosophies, events or conflicts, and people and their contributions"); recorders of history (e.g., "analyzing two or more accounts of the same historical event recorded in different time periods"); and, closest to specifics, world history and culture, in which students are to understand "the significance of key people, events, places, concepts, and themes in the historical development of one or more world cultures by: a survey of world history including early civilizations, classical traditions, major empires, institutions; expansions of exchange and encounter; intensified hemisphere interactions, and the first global age; the age of revolutions; and the twentieth; or a comprehensive, in-depth focus on a single culture,

nation, movement, or time period."

Under learning area #7, peoples and cultures, high school students are required to pick any four "themes related to key events, concepts, and people in the historical development of the United States, including the convergence of people, colonization, settlement, and the American Revolution; expansion, the Civil War and Reconstruction; tribal sovereignty and the relationship between American Indian tribal governments and federal and state government; industrialization, emergence of modern America, and the Great Depression; World War II; and postwar United States to the present." Under the required standard called "United States Citizenship," the only specifics are the Declaration of Independence, the Constitution, and Bill of Rights.The others are general (e.g., "observing, analyzing, and interacting with an actual or simulated governmental process").

Minnesota's standards were studied in 2000 by Achieve, Inc. and the Council for Basic Education in *Aiming Higher: A Report on Education Standards and Policy for Minnesota.* The report was highly critical of the state's standards in general and of its social studies standards in particular. It saw no possibility for a common core of learning, vital for equal opportunity to learn in a state whose national test scores are high but whose disadvantaged students lag far behind. The standards do nothing, the study said, to further comparability and equity. It found processes over-emphasized, unanchored even in the minimal content provided, and in language too vague to guide teachers as they write courses embracing topics all students should learn in common. Missing from high school civics, the study noted, are the roots of American political principles and institutions, from ancient Greece to John Locke, the Federalist papers, the evolution of the Constitution itself, federalism and even the three branches of government, and no references to politics outside the United States or to our relations with other countries. Missing in the high school history "themes", it pointed out, are Populism and the Progressive movement [in Minnesota!], World War I, the labor movement, immigration and nativism, African-Americans, women, conservation, and wars in Korea and Vietnam.

The Achieve/CBE study offered polite commendation to the standards writers' emphasis on "hands-on" education, on student research, and for specific "mention" of the need to learn proper grammar—yet refrained from pointing out that "constructivism," "applied learning" and "interdisciplinary" studies all require a solid base of knowledge, grounded in the disciplines, if they are to be taught well. This is not offered by these standards, which provide no particular episodes, people, or ideas to engage students by giving some life and import to the extensive list of skills, processes, and attitudes. The Minnesota documents contain nothing that would prevent massive omissions of basic civic/political topics or deadening repetitions of the same "inquiries," grade after grade. As they stand, Minnesota's standards offer little help to the state's schools and teachers who have been charged with the education of young citizens.

Hopefully, the state's new subject-matter frameworks will be crafted by teams of writers made up of practical and seasoned scholars and teachers of civics, economics, geography, and history who have the authority to define an essential core. With a historic reputation for progressive politics, state leaders should want to ensure that all young citizens, regardless of background, have an equal opportunity to learn about and participate in the political system they will inherit—from its distant origins to the clash of ideas, goals, and interests that animate political debate to the present day.

Mississippi

(Source: *Mississippi Social Studies Framework, 1998*, Mississippi Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	⯪	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The framework does not meet Criterion #1. It has no core of specifics for history, politics, and civics. Its standards in each grade, called "Competencies," are vague. "Suggested Objectives" under them are general and not mandatory. Each grade has "Suggested Teaching Strategies," but without priorities.They are also far too many and too demanding to fit into the school year, as Criterion #2 requires. On Criterion #3, the document sets a course order: Mississippi studies in fourth grade, U.S. studies in fifth, Western Hemisphere studies in sixth, Eastern Hemisphere in seventh, U.S. history to 1877 in eighth. Required in high school are one term of Mississippi studies, a term of U.S. government, and a year each for world history since 1750 and U.S. history since 1877, the latter subject to a statewide end-of-course test. Since this implies at least some common expectations for all students, Criterion #4 is at least partially met. On Criterion #5, each strand of history, geography, civics, and economics has one or two "Competencies" in each grade, with fairly good linkage among subjects.

Particulars:
Grade five U.S. studies' "Competency" says only "Investigate the causes and nature of various movements of large groups of people into and within the United States, past and present." It has no narrative. Of fifth grade's 24 objectives, history has but five (to geography's nine). They are migration, colonization, immigration, and Westward expansion, but suggested teaching activities run through the twentieth century. Grade eight U.S. history objectives are general (e.g., "Identify causes and effects of" the American Revolution, Industrial Revolution, Civil War, and Reconstruction, etc.). Civics is a bit more specific, focusing on values and principles as found in the nation's founding documents. But neither cites leaders or roots of ideas, crises, or turning-points. Grade eleven U.S. history's competency is "Explain how geography, economics, and politics have influenced the historical development of the United States in the global community." Its objectives are also general and leave out race conflict, forces for industrialization, World War I, the Great Depression, World War II, the cold war, and the war in Vietnam. The 63 teaching activities vary from the childish to a level of complexity that would take weeks to explore honestly.

In grades six and seven, Western and Eastern hemispheric studies represent a long step backward from a prior framework with history courses on the world to 1750. Geography is

the main "framework," with 21 of the 36 total social studies objectives over the two years. By contrast, history has four and civics has six. High school world history since 1750 is said to be "based on prior knowledge of ancient history to the Industrial Revolution," but the skeletal history described in the standards for grades six and seven is far from adequate. The objectives contain nothing on the ideas of the major religions, of the Greeks and Romans on politics, on feudalism, on the Renaissance or Reformation, on the English or Scientific Revolutions. High school world history since 1750 is just as weak; its listed objectives leave out the Enlightenment, the French Revolution, nineteenth century "isms" and reforms, World War I, fascism, communism, Nazism, and World War II. The 83 teaching activities are not prioritized, allowing schools to provide different students with a differing quality of education.

In short, Mississippi has yet to do the work of defining a real civic core that is required of all young citizens.

Missouri

(Sources: *Framework for Curriculum Development in Social Studies, K-12, 1996*; and *Content Specifications for Statewide Assessment by Standard: Social Studies Grades 4, 8, and 11, 1999*, Missouri Department of Elementary and Secondary Education

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The second document above says it "is designed to give social studies item writers and teachers direction with regard to what is 'fair game' for assessment in social studies." It supercedes the 1996 framework, which it says "offers constructive advice" on the purposes of social studies, and on "guiding questions," skills, and activities. As the operative "standards" document, it partly meets Criterion #1, with clearly-stated though general topics from which teachers could draw a common core of learning for citizenship. But on Criterion #2, the large number of general topics under seven "standards" strands (constitutional democracy; American history; world history; governance systems; economic concepts; geography; relationships of individual and groups to institutions and traditions; and tools of social science inquiry) overflow the bounds of time. Criteria #3 is partly met, with lists of benchmarks in three columns for grades four, eight, and eleven, dividing U.S. history between middle and high school at c. 1880 and world history at c. 1450. Criterion #4 is also partly met, since the existence of statewide assessments implies that content is required of all students. Criterion #5 on integration is unmet. Only the civics standards have some links to the U.S. and world history eras being taught.

Particulars:
Missouri deserves credit for admitting that its 253-page framework of 1996 is unteachable and untestable, very much overstuffed with abstractions as in others shaped by the 1994 national social studies standards. It is extremely complex, without priorities. Its "perspectives," "strands," "guiding questions," diagrams of goals and objectives, and sample learning activities may at times help teachers, but only after they choose essential content on which to apply them. Missouri's "fair game" selection represents a good start, but is unevenly done. Each standard's topic list seems written by different authors not in touch with each other and relying too much on the national standards of each discipline—while ignoring the limited time and classroom conditions teachers must work under.

As elsewhere, this is obvious in the economics and geography standards. The grade four economics benchmarks are wholly unrealistic; the grade eight items resemble a typical senior elective in high school; and the grade eleven items are pitched at college level. Geography follows suite. Its items take two full pages, more than any other standard, and impose the academic concepts and vocabulary of national geography standards as early as grades kindergar-

ten to four. Its detailed demands under grades eight and eleven are all but identical, the authors making no effort to help teachers and test writers decide when to teach or test what. Seasoned classroom teachers apparently had too little influence on the design of these two subjects.

For standards #6 and #7, "Relationships of the Individual and Groups to Institutions" and "Traditions, and Tools of Social Science Inquiry," the column headings for grades four, eight, and eleven make plain that the items listed are to be tested "within the context of assessment modules that deal with history, geography, government, and economics."

Missouri sets a good example with this statement. Items under standard #6 are indeed best taught by study of history, biography, the social sciences, and literature. And social studies skills are best honed when applied to specific subject matter content. The problem of selecting what is important, however, is only partly solved by the benchmarks/topics under the five other standards. The two civics standards, "Constitutional Democracy" and "Governance Systems" (largely comparative government), if taught in relation to U.S. and world history, may be conveyed in the school time available. The grade eight benchmarks for the former assume that students have a course in U.S. history heavy on the founding era. And the grade eleven benchmarks ask for study of sources such as the Magna Carta, the Mayflower Compact, Enlightenment ideas (Hobbes, Locke, Rousseau, Montesquieu), as well as the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist papers, and the Bill of Rights. The English Revolution is left out of both the civics and history standards.

The U.S. and world history benchmarks remain general, covering the usual textbook-like chapter and section headings. The next step, selecting the specifics needed to teach the benchmarks, could be taken without serious overloading of the U.S. history courses, presumably in grades eight and eleven. Grade eight has 22 benchmarks, averaging eight days for each in an entire school year of roughly 180 days. Grade eleven has 25 benchmarks (the first five reviewing the pre-1877 period), for an average of six teaching days each. With these numbers, teachers could choose some benchmarks to do in depth and have time to do the others more briefly. The fourth grade's eleven benchmarks are reasonable; all could be done in age-appropriate ways.

By its nature, world history poses more problems. Grade four's column has no benchmarks for it. The grades five-eight column has 26 major topics/benchmarks, more sweeping than those for U.S. history, from the river civilizations to c. 1450. These can be made more specific and teachable, but only if both grades six and seven are devoted to integrated history/geography studies, giving about half of the benchmarks to each. Vital topics need to be added here and could be, without overloading. At present, for example, there is no mention of world religions. "Greek civilization and Roman empire" are a single topic. The "origins of democracy" benchmark stands alone. The ideas and fate of Athenian democracy, the overthrow of the Roman Republic and the fall of Imperial Rome are left out. "Feudalism" is listed twice, in Japan and Europe, but with no word on its significance for limited, constitutional government.

High school world history, presumably a single year, cannot be taught from 1450 to the present in serious, engaging ways, especially as the grade eleven benchmarks begin with a review of the ancient and medieval worlds. The benchmarks are general and vast. Teachers get less guidance than from a textbook's table of contents. This is the most serious flaw in the Missouri document, all but guaranteeing that teachers never reach close to the present day. The obvious steps are to move the starting date to no earlier than 1750 and to add the essential specifics of political history that American citizens need. In sum, Missouri has made progress since 1996, but much still needs to be slimmed and clarified.

Montana

(Source: *Montana Standards for Social Studies, 2000,* Montana Office of Public Instruction)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	⯪	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Of its twelve pages, six of Montana's *Standards for Social Studies* are on standards. These do not fully meet any of the criteria for citizenship education. Montana calls itself a local control state and tries to hold to an imaginary line between "standards" and "curriculum." On Criterion #1, the single specific required, not a mere example, is the Constitution. All "standards" are analyses of learning, not learning itself. To meet them honestly would overflow school time, contrary to Criterion #2. The material is arranged by grade span partially satisfying Criterion #3, but there is no way to tell whether the sequence of courses has been thought about seriously. Many specifics needed to deal with these standards would have to be taught at all school levels. In a state with wholly local choice of content (while planning "aligned" statewide testing), Criterion #4 has no meaning. Content cannot be offered to all students until what is essential is decided upon. On Criterion #5, there is no content to be integrated.

Particulars:
Benchmarks to meet the six standards are listed in three columns, for the end of grades four and eight, and "Upon Graduation-End of Grade 12." Standard #1 has students "access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations." Presumably any situation deemed real will do, since benchmarks suggest none in particular. This invites schools to intellectual segregation, asking "good" students to learn while ignoring others. A twelfth-grade benchmark under standard #2, civics, asks students to "identify representative political leaders and philosophies from selected historical and contemporary settings." In grade eight geography, students are asked to explain "how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict." In grade twelve history, they should "interpret how selected cultures, historical events, periods, and patterns of change influence each other." For grade twelve economics, they "compare and contrast how values and beliefs influence economic decisions in different economic systems."

As in other states, vague and overstated expectations in all three grade clusters tempt teachers and students to believe that broad intellectual questions have been explored.This is both misleading and totally contrary to the expressed purpose of this document: "Social Studies addresses political, economic, geographic, and social processes that allow students to

make informed decisions for personal and public good."

On pages eight-eleven, even more impenetrable "Performance Standards" are listed as advanced, proficient, nearing proficiency, and novice, for grades four, eight, and twelve. These are squeezed down, abstract versions of the already abstract benchmarks. The advanced and proficient categories are unreal. Even after thirteen years of schooling, no student, no matter how bright or lucky, could be expected to live up to these wish-lists. Teachers who have looked to the documents for guidance are likely to have concluded that its grand words are not seriously meant, only a needless distraction from the sensible curricula most of them probably offer already.

Nebraska

(Source: *Nebraska K-12 Social Studies Standards, May 8, 1998,* Nebraska State Board of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	⯪	⯪	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Like Montana, Nebraska also calls itself a local control state But in contrast to Montana, its standards are highly specific across grade spans kindergarten to one, two to four, five to eight, and nine to twelve, allowing for local academic content that is "the same, equal to, or exceeding in rigor" the state standards.

This document meets Criterion #1, with clearly-worded specific items in history, politics, and civics for citizen education. An excellent core of common learning could be designed from it, but only by much pruning of the number and scope of topics; which is apparently underway. For now, it does not meet Criterion #2: like other specific listings, it overflows schools' available instructional time.

Criterion #3 is partly met; the document does not recommend or imply a course order, but only end-of-grade-span topic listings. Criterion #4 is also partially met. Whether essential content—if it is chosen—is to be required of all students will depend upon how closely local curricula and tests are aligned with these standards. "Equal to" and "exceeding in rigor" may be defined in several ways, not necessarily "the same as." On Criterion #5, topics in government, economics, and geography are limited to each discipline but are fewer in number than in most strand-organized documents. The topics for U.S. and world history include major aspects of geography, economics, and politics for each era, so there is much integration.

Particulars:
The main problem here is drastic overload of topics, which begins in the kindergarten through fourth grades and becomes progressively worse. The listed topics for the grades five and eight U.S. history courses, which mistakenly try a complete survey from pre-exploration to the present, would require some 180 separate items, plus no fewer than 50 under the civics and economics topics. Grades five-eight world history contains some 105 major topics, and high school world history, trying to cover an unteachable span of time from 1000 A.D. to the present, has no fewer than 135, including, for example, "The social structure, significance of citizenship, and development of democracy in the city-state of Athens" and "The rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan." High school U.S. history, yet another survey from pre-exploration to the present, has some

170 topics, such as "The struggle for ratification of the Constitution, the Federalist Papers, and anti-Federalists' arguments" and "The origins of the Cold War and the foreign and domestic consequences" and "Comparing the positions of political parties and interest groups on major issues."

As Nebraska's social studies standards are now being reviewed and revised, a major improvement could be achieved by segmenting both the U.S. and world history courses by eras between upper middle and high school grades.The present surveys, under added pressure from numerous standards for civics, economics, and geography, will not allow the study of selected topics in depth, or for the thoughtful exercise of the skills in historical analysis and presentations emphasized in the present document. And it is doubtful that any of the survey courses could ever reach the present. Almost all necessary content is here, but is needlessly hurried and often repeated.

Nevada

(Sources: *Nevada Social Studies Standards, Economics Standards, Civics Standards, Geography Standards,* and *History Standards,* Nevada Department of Education, March, 2000)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The state's standards documents total 288 pages. Each has two sections, "Content Standards" and "Performance Level Descriptors," the latter in four levels (exceeds standards, meets standards, approaches standards, and below standards). Descriptors for the first two performance levels mostly repeat the details of the standards, which are ranged in five columns for grades two, three, five, eight, and twelve. Columns are headed by "Students know and are able to do everything required in earlier grades." These numerous pages do not fully meet any of the criteria for strong standards in citizenship education. They are vastly overloaded and uneven, with far too much detail in many instances, but no mention of vital content in others. The content listed in the grade twelve columns and descriptors is breathtakingly sweeping, more than could reasonably be expected of college majors in economics, geography, or history. Civics, while weak on historical context and ideas, is less unrealistic.

Criterion #1 might possibly be met by expert teachers, pulling out a partial core of essential learning, but only if they use other sources. Meeting Criterion #2, that content be teachable in the time teachers have, is out of the question. So is Criterion #3; the grades eight and twelve columns demand that U.S. and world history be wholly surveyed at both levels. Meeting Criterion #4, that content be required of all students, is also not feasible. This content is too much for any student. Yet, although Nevada leaves actual curriculum selection to localities, there are plans for later statewide testing. Criterion #5, on integration, is also not met.

Particulars:
World history topics are far too many, yet leave huge gaps in the education of American citizens. Topics for grades eight and twelve assume a full world history survey in both middle and high school. The eighth-grade column has 90 topics, yet lacks the ideas and teachings of Judaism, Christianity, Hinduism, Buddhism, Islam, and Confucianism; the Athenian democracy, its ideas and its collapse; the Roman Republic, its institutions and its overthrow; the decline and fall of the Roman Empire; feudalism and the concept of limited government, as illustrated by the Magna Carta; Renaissance political forces and ideas; the Reformation; the English and Scientific Revolutions; the ideas of the Enlightenment; the French Revolution; nineteenth century ideologies and political and economic reforms; nationalism and imperial-

ism; the Russian and Nazi revolutions; and the Great Depression. Grade twelve has 160 world history topics, but also leaves out all of the above, except for the Reformation, nationalism, imperialism, and the Russian Revolution.

Topics for U.S. history also assume survey courses from origins to the present in both middle and high school. These standards have even more topics than world history and fewer omissions. But unless Nevada schools give two full era-divided years to both world and American history, these documents are of little help to teachers. If revisions are planned, those responsible should seek to choose priorities, pare down topics, and optimize instructional time, using the practical advice of seasoned teachers and scholars with some knowledge of how schools work.

New Hampshire

(Source: *K-12 Social Studies Curriculum Framework, August 1995*, New Hampshire Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	★	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
On Criterion #1, the document could offer a common core of learning to educate citizens, but only with more specifics and priorities. It is clearly written on important themes, but too general in civics and U.S. and world history. On Criterion #2, the content needed to explain the general items overflows teachers' time, especially given the many economics and geography items, taking up eleven of eighteen standards. Criterion #3 is partially met; New Hampshire does not suggest a kindergarten through grade twelve sequence of courses, but standards and topics are listed in two grade spans, kindergarten to six and seven to ten. These imply the ancient world is studied in grade five or six, and the world since then in grade eight, nine, or ten. The U.S. to 1877 is finished in grade eleven (modern U.S. topics are added in "End-of Grade 12"). State assessment of all subjects in grades six and ten imply that content is required of all students, earning a "partially met" on Criterion #4. Under Criterion #5, on integration, of four strands, only civics relates to historical context.

Particulars:
Familiar problems are the absence of priorities and separate strands that appear to have been written by different people who did not collaborate on matters of teaching time and integration. As elsewhere, New Hampshire's standards are overstuffed, likely the result of using the "national" standards as models, with the economics, geography, and history documents each developed by its own academic advocates.The pre-grade seven topics in world history and cultures are typically broad and unselective (e.g., "basic understanding of the origin, development, and distinctive characteristics of major ancient, classical, and agrarian civilizations including Mesopotamian, Ancient Hebrew, Egyptian, Nubian (Kush), Greek, Roman, Gupta Indian, Han Chinese, Islamic, Byzantine, Olmec, Mayan, Aztec, and Incan Civilizations," and "basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East." The world history topics listed under "End-of-Grade Ten" could not be taught in under two full years. They begin with "political, philosophical, and cultural legacies of Greece and Rome" plus "origin, central ideas and worldwide influence" of Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. A single page presents sweeping topics up to the present (e.g., "causes

and worldwide consequences of World War I, the Russian Revolutions, World War II, the Chinese Revolution, the cold war, and post-World War II conflicts"). U.S. history topics are only a bit more specific. A civics standard on "fundamental ideals and principles of American democracy" is better in specifying points vital to citizens.

The main general topics of U.S. and world history put New Hampshire ahead of many states, but with so much time claimed by other topics, it is hard to see how democratic history could be well taught or fairly tested. The two addenda issued in 1998 to aid teachers in preparing students for the state assessments do not help. Neither addresses the real problems. Activities and lesson plans merely demonstrate how much time it could take to teach only one "proficiency," and most do not relate to the vital content of the subjects. Unhappily, too, neither of the local district samples of scope and sequence for kindergarten to twelfth-grade courses is aligned with the standards' content. New Hampshire makes a good start, but its topic selection needs a new look, as do subsequent publications.

New Jersey

(Sources: *Core Curriculum Content Standards: Social Studies,* May 1996, and *Social Studies Curriculum Framework,* March 1999, New Jersey Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
New Jersey standards are now being revised. Existing documents, named above, do not meet our education for democracy criteria. On Criterion #1, the standards mention just six specifics: the Declaration of Independence, the U.S. and New Jersey Constitutions, the Bill of Rights, the Pledge of Allegiance, and the Holocaust. On Criterion #2, the content implied in 125 main "indicators," plus required "themes," would be unteachable. On Criteria #3 and #4, New Jersey suggests no course sequence and, lacking a common core, there is no way essential content could be required of all students. The state has not decided what will be tested in social studies. On Criterion #5, content integration, the three strands of civics, history, and geography are entirely separate. The 1999 Framework's 500-plus pages are of little help to teachers, offering endless activities, many of them peripheral to vital topics, unaligned to grade level, and requiring far too much time.

Particulars:
The 1996 document has nine social studies standards, of which two are civic, five are called history, and four are geography. Under each are "progress indicators" for the end of grades four, eight, and twelve. Each standard begins "All students will learn" or "acquire," as though all are teachable.The second civics standard is "students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields." A typical indicator is "Compare and contrast examples of artistic and literary expression from different historical and social settings."The four "history" standards are on political history, societal ideas, varying cultures, and economics. All are said to be studied "throughout the history of New Jersey, the United States, and the world." None of the indicators is specific.The history section begins by listing main eras of U.S. and world history, all of which are to be studied by graduation, but districts are to "define the balance among materials for Western, Asian, African, and other world cultures."

An indicator from political history is "Assess positions of proponents and opponents at turning points throughout history" (grade eight). Under "societal ideas" is "Evaluate how individuals, groups, and institutions influence solutions to society's problems" (grade twelve). For varying cultures, we find "Analyze the mutual influences among different cultures throughout

time" (grade twelve). Economics indicators have no historical items. Below each history standard, writers have added "specific themes" from which "a designated number" are to be studied. A few of these are the history of political leadership, social classes and relations, agriculture, religion, literature, the arts, education, popular culture, philosophy, political and social thought, travel and communications, and corporations.

For all its flaws, the 1996 document opened the way to more historical study than did earlier, wholly vague social studies programs. Its frame can now be directly built upon by experienced subject matter teachers and scholars, setting a common kindergarten to twelfth-grade course order and core content, leaving methods and some choices for topic emphases to the localities.

New Jersey

(Sources: *Core Curriculum Content Standards: Social Studies,* May 1996, and *Social Studies Curriculum Framework,* March 1999, New Jersey Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
New Jersey standards are now being revised. Existing documents, named above, do not meet our education for democracy criteria. On Criterion #1, the standards mention just six specifics: the Declaration of Independence, the U.S. and New Jersey Constitutions, the Bill of Rights, the Pledge of Allegiance, and the Holocaust. On Criterion #2, the content implied in 125 main "indicators," plus required "themes," would be unteachable. On Criteria #3 and #4, New Jersey suggests no course sequence and, lacking a common core, there is no way essential content could be required of all students. The state has not decided what will be tested in social studies. On Criterion #5, content integration, the three strands of civics, history, and geography are entirely separate. The 1999 Framework's 500-plus pages are of little help to teachers, offering endless activities, many of them peripheral to vital topics, unaligned to grade level, and requiring far too much time.

Particulars:
The 1996 document has nine social studies standards, of which two are civic, five are called history, and four are geography. Under each are "progress indicators" for the end of grades four, eight, and twelve. Each standard begins "All students will learn" or "acquire," as though all are teachable.The second civics standard is "students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields." A typical indicator is "Compare and contrast examples of artistic and literary expression from different historical and social settings."The four "history" standards are on political history, societal ideas, varying cultures, and economics. All are said to be studied "throughout the history of New Jersey, the United States, and the world." None of the indicators is specific.The history section begins by listing main eras of U.S. and world history, all of which are to be studied by graduation, but districts are to "define the balance among materials for Western, Asian, African, and other world cultures."

An indicator from political history is "Assess positions of proponents and opponents at turning points throughout history" (grade eight). Under "societal ideas" is "Evaluate how individuals, groups, and institutions influence solutions to society's problems" (grade twelve). For varying cultures, we find "Analyze the mutual influences among different cultures throughout

time" (grade twelve). Economics indicators have no historical items. Below each history standard, writers have added "specific themes" from which "a designated number" are to be studied. A few of these are the history of political leadership, social classes and relations, agriculture, religion, literature, the arts, education, popular culture, philosophy, political and social thought, travel and communications, and corporations.

For all its flaws, the 1996 document opened the way to more historical study than did earlier, wholly vague social studies programs. Its frame can now be directly built upon by experienced subject matter teachers and scholars, setting a common kindergarten to twelfth-grade course order and core content, leaving methods and some choices for topic emphases to the localities.

New Mexico

(Source: *New Mexico Social Studies Content Standards and Benchmarks*, June 22, 2001, New Mexico State Board of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	⯪	⯪

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
New Mexico discarded a prior effort with few specifics and only abstract standards and benchmarks, often unrelated to each other. This newer document meets Criterion #1. A common core of learning can be derived from its civics and history content, and most of it is specific and clearly written. Whether the required knowledge could be taught within school time, Criterion #2, will depend on whether districts can choose among topic emphases. On Criterion #3, New Mexico joins the few states ready to help teachers plan an articulated curriculum with a grade-by-grade progression of studies with specific performance standards, kindergarten to grade eight. On Criterion #4, statewide assessment, with high school tests determining eligibility for graduation, implies that common content must be offered to all. Criterion #5 is partly met. New Mexico is one of the few states aligning certain civics, economics, and geography content with eras taught in history.

Particulars:
The document is arranged by four standards: history, geography, civics and government, and economics. Each has broad benchmarks for the grade spans kindergarten to grade four, five to eight, and nine to twelve (e.g., for the ninth to twelfth grades in history: "Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction"). Under the benchmarks are detailed "Performance Standards," grade by grade. The content to be presented in each grade is spelled out. Grade four emphasizes New Mexico history; grade five, U.S. history to c. 1800; grade six, world history through the Middle Ages; grade seven, a mix of civics, economics, geography, and New Mexico history and politics; grade eight, U.S. history to Reconstruction. Grades nine-twelve are not differentiated, but include U.S. history from Reconstruction to the present, and world history from the Renaissance, too long a survey for studies in depth—or for getting to the present.

Civics items are consistently linked with historical eras, from Greece and Rome, the English Bill of Rights, and Enlightenment thinkers to modern comparative government, but not so the political implications of major world religions and ethical systems, whose beliefs appear only in grade six ancient history. Nor do U.S. history items clarify religion's influence on American thought and politics. Otherwise, the civic and political content of U.S. history

and civics includes almost everything a citizen ought to know, and a modest paring-down would render it teachable. As always, world history is another matter. Grade six has 55 separate topics (not counting examples) in history alone, several of which need at least a week. Adding 44 topics in civics, economics, and geography makes too many for school time. High school world history has 100 such topics, plus demanding skills to be practiced, presumably squeezed into a single year. Despite its length, a few major items are left out of this survey course (e.g., stages of the French Revolution and the contrasts to ours; nineteenth-century "isms," and the democrats' defeat in Russia and Germany), but most needed ideas and events are present.

Setting priorities and redating world history come next. If carefully done by experienced teachers and scholars, New Mexico's new standards will rank among the best for the political education of citizens.

New York

(Source: *S ocial Studies Resource Guide with Core Curriculum, June 1999,* New York State Education Department)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	⯪	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This 139-page document is among the most encyclopedic in the country. As such, it technically meets Criterion #1. Its topics and subtopics are specific, and from them teachers could draw a common core of learning critical for citizens' education, but only with great effort and some risk, given New York's statewide assessment system. "Test Specifications Guides" are sent out with numbers of multiple-choice items for each era and "themes" on which essay questions will be based. But neither can much reduce teachers' guesswork, and both, if more specific, would merely promote teaching to the test.The document is far from satisfying Criterion #2. At no secondary grade level could the number of topics be taught in the time teachers have. Criteria #3 and #4 are met and partially met, respectively. New York sets a clear grade-by-grade kindergarten to twelfth-grade scope and sequence of courses. Content and state tests given to all students on that material imply that it is required. The document generally satisfies Criterion #5, on the integration of civics, economics, geography, and history.

Particulars:
In regard to the political education of citizens, the main weakness of the New York document is, of course, its overwhelming number of ostensibly required topics. It is difficult to see how teachers could prepare students for statewide assessments, whose results carry high stakes for students, teachers, schools, and districts. More serious are the obstacles to school and teacher choice of topics to stress, whether it is to present a coherent political education or other chosen lines of emphasis. Among the obstacles are the state's published "Test Sampler Drafts" for grades five and eight and for high school courses in global history and geography and U.S. history and government. Sample questions—multiple choice, essay, and document-based—wander in all directions and may spur frantic attempts to "cover" all things and discourage even a few studies in depth. Common to many states, whether their standards are overloaded or amorphous, test items appear more often to reward students' general knowledge and ability to read and memorize than their grasp of subject matter.

The overload of topics and absence of priorities is evident at all levels. In the grade four course on local, state, and U.S. history from origins onward are 55 broad topics (e.g.,"Causes for revolution: social, political, and economic" and "Transportation, inventions, communica-

tions and technology [1800's to present]").The eleven units of grades seven and eight on New York and U.S. history, origins to the present, have over 500 topics, few of them mere examples and many quite sweeping. The content for a two-year, grades nine and ten global history and geography course includes some 470 topics.The one-year grade eleven U.S. history course (origins to the present) has some 500 topics, too heavy even for a two-year course. Segmenting U.S. history by eras would help, but paring down is also needed for student comprehension in general and especially for a meaningful education in democratic history, civics, and politics.

Ideally, the New York document, which can not truly be called a "core" curriculum, could be treated as a penultimate draft, from which a team of experienced teachers and scholars could select a real core of essential learning, capable of being engagingly taught and fairly tested in the requisite amount of time.

North Carolina

(Source: *The North Carolina Social Studies Standard Courses of Study, 2002*, North Carolina Department of Public Instruction)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This 122-page document, based on both the NCSS standards and national standards for the separate disciplines, does not meet either Criterion #1 or #2. Specific events, persons, and ideas on civics and history are scarce throughout middle and high school, and the implied content of numberless general "objectives" could not be taught in the usual school time. Criterion #3 is met by a kindergarten to grade twelve sequence: in fourth grade, North Carolina geography and history; in fifth, U.S. history, Canada, Mexico, Central America; in sixth, South America and Europe; in seventh, Africa, Asia, and Australia; in eighth, North Carolina history/geography again; in ninth, a world history survey from earliest civilizations to the present; in tenth, civics and economics; in eleventh, U.S. history; in twelfth, social science electives. Criterion #4, on equal requirements, is only partly met by planned end-of-course tests in grade eleven U.S. history and at the ninth grade level in "Economic, Legal and Political Systems" (curiously, a year before the course in civics and economics). On Criterion #5, there is minimal integration among eight social studies strands—individual identity and development; cultures and diversity; government and active citizenship; historic perspectives; geographic relationships; economics and development; global connections; and technological influences and society. Instead, as in other documents following the format of the national social studies standards, they needlessly scatter things better taught together.

Particulars:
State law mandates "specific areas" in the social studies: Americanism, North Carolina and U.S. government, the free enterprise system, the "major principles" of the Declaration of Independence, the U.S. Constitution, its amendments, "the most important of the Federalist Papers," two years of North Carolina history/geography, and "various racial and ethnic groups' contribution to the development and diversity of the state."

The document has such items, but it fails to specify other events, ideas, personalities, and turning-points in U.S. and world history that would meet the NCSS dictum: "the primary purpose of the social studies is to help young people develop the ability to make informed and reasoned decisions." Instead, its writers quote and agree with the NCSS on two clearly incompatible notions: one, "social studies encompasses many more potential goals and content clusters than can be addressed adequately"; and two, "all students, kindergarten to twelve, should have access to the full richness of the social studies curriculum." If "full richness" can-

not be adequately taught, to any or all, selection is imperative for a common core of learning that all have a right to be offered. No selection is evident here.

The grade five course is ostensibly on the history of the U.S., Canada, Mexico, and "selected countries of Central America" from exploration to now. But of 44 "objectives," 36 are on geography, current government, ethnicity, cultures, economics, and technology. Among the eight on history are "Explain when, where, why, and how groups of people settled in different regions of the United States" and "Describe the contributions of people of diverse cultures throughout the history of the United States."

Of 43 "objectives" in grade six, two are in history ("Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues" and "Examine the causes of key historical events in selected areas of South America and Europe and analyze the short and long range effects on political, economic, and social institutions"). Typical of the broad items not under history are: "Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on development of selected societies and regions in South America and Europe," and "Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions." Not only are similar questions repeated in the next grade, but so general are the questions that the grade seven course (on Africa, Asia, and Australia) carries the same 43 objectives in identical words, with only the regional names changed.

Despite these problems, the grade nine world history pages claim to build "on the knowledge students have gained in the cultural geographic studies in grades five, six, and seven." Of 47 sweeping objectives, half of them would be more appropriate for doctoral candidates (e.g., "Characterize over time and place the interactions of world cultures"). Embodied in the grade nine objectives are some 170 separate, substantial topics, but without mention of Greek political ideas, of Athenian democracy and its fall (instead, a typically sweeping item: "Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period"). There is nothing on Rome's Republic, on feudalism, the Magna Carta, the English Bill of Rights, Enlightenment ideas, the "isms" or social and political reforms of the nineteenth century or, later, the Great Depression, fascism, the fall of Weimar Germany and rise of Nazism, or the Holocaust.

Grade eight, on the history of North Carolina in the context of United States history from pre-Columbian times to the present, and grade eleven, on United States history from 1789 to the present, are similarly unrealistic surveys. Only by leaving great gaps in the narrative of ostensibly required content could teachers manage studies in depth, connections to the arts and literature, and time to reflect with students on the significance of historical events, ideas, personalities, and turning-points for American life in recent decades. There is no mention either in the grade ten civics/economics course or in the grade eleven U.S. history course of Old World sources of American political thought, from Judaic-Christian ideas to the Anglo-American political heritage and Enlightenment thought.

North Carolina's document is an earnest effort to combine most of the themes, concepts, and questions of the standards issued by the National Council for the Social Studies, with most of the general demands made by authors of national standards in civics, economics, geography, and history. The result is a set of standards that is not teachable in the time teachers have, yet also fails to include priorities of importance to American students. Thus, North Carolina's new document does not improve on the past. As in many other states, most of the raw material is here, or implied, and could be reworked by expert teachers and scholars into a document that could support a "civic core," as well as other social studies themes.

North Dakota

(Sources: *Social Studies Standards, 2000,* and *Performance Levels for Social Studies Standards and Benchmarks, 2001,* North Dakota Department of Public Instruction)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
These documents meet none of the five criteria for judging their use in citizenship education. No standards, benchmarks, or "performance levels" carry specific events, individuals, ideas, or institutions. Specifics appear only as non-required examples and "activities." Seven strands are called "standards:" nature of history, political institutions, economic systems, social studies resources, role of the citizen, geography, culture, sociology and psychology, and sovereignty. Their listed benchmarks are general and overarching; the substance needed to satisfy them would far overflow instructional time. There is no kindergarten to twelve grade-by-grade scope and sequence of courses. What, if anything, is to be offered to all students is not clear, yet the state administers commercial tests at grades four, six, eight, and ten. On Criterion #5, there is no integration of content from the seven strands.

Particulars:
The second document merely repeats standards and benchmarks, with four levels of performance in the same words. Under a benchmark "Understand how key events, people, and ideas affected U.S. history," the top level is "Student evaluates how key events, people, and ideas affected U.S. history;" the second level is "Student describes;" the third is "Student partially describes;" etc.

Some suggested examples and activities in the 2000 standards hint at coverage in grade levels. U.S. history examples in grades five to eight stress the pre-Reconstruction era, though some activities reach to the present. High school U.S. history examples imply a survey from exploration to now. The one benchmark on U.S. history is that cited above, "key events, people, and ideas." Grade eleven examples read like textbook chapter headings (revolutionary era, development of Constitution, Progressivism, America's wars, without specifics). And there are specifics under only one of the activities: "Students participate in a simulation to demonstrate understanding of cause and effect relationships, for example [of] World War I or World War II."

World history examples for grades five to eight call for coverage from ancient civilizations to the present, again in general terms (e.g., feudalism, Renaissance, Reformation, world conflicts, globalism). The grades nine to twelve examples also indicate a survey from "Earliest

Human" to today, under two benchmarks: "Understand the development and influence of world civilizations" and "Understand how key events, people, and ideas affected world history." Were history and civics the only strands, such generalities might be taught. But sweeping benchmarks for the seven other strands would require an unteachable mass of information. As in other states, it is only under the strand "Political Institutions" that examples offer a few specifics for civic education: natural rights, the rights of Englishmen, the Declaration of Independence, the Northwest Ordinance, the Constitutional Convention, the Bill of Rights.

North Dakota's standards will hopefully be redesigned with added input from experienced teachers and scholars of the core subjects.

Ohio

(Source: *Academic Content Standards for Social Studies, December 2002,* Ohio Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★½	☆	★	★½	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★½]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document replaces, and much improves upon, prior versions of Ohio's social studies standards. It partly meets Criterion #1 with a good number of specific, key topics in U.S. studies, but is too light on world and Western civilization topics. It does not meet Criterion #2. Like other states with specific topics, it has many of them and too many expectations scattered among seven standards, given the amount of instructional time schools have at hand. It meets Criterion #3 in a strongly suggested scope and sequence for its upper elementary, middle, and high school courses. That is, in grade four, "Ohio, Its Past, Its Location, Its Government"; grade five, "Regions and People of North America"; grade six, "Regions and People of the World"; grade seven, "World Studies: Ancient Times to 1750"; grade eight, "U.S. Studies to 1877"; grade nine, "World Studies: 1750 to the Present"; grade ten, "U.S. Studies: 1877 to the Present"; grade eleven, "Political and Economic Decisions"; and grade twelve, "Preparing for Citizenship". The document's benchmarks are checkpoints at the end of each grade span (kindergarten to two, three to five, six to eight, nine to ten, and eleven to twelve). On Criterion #4, requirements, the grades five and eight benchmarks will be the bases for new Ohio achievement tests, and grade ten's will be the basis for a new Ohio graduation test. The implication is that a common core of knowledge will be offered to all students, indicating that Criterion #4 is partially met. The document does not meet Criterion #5. The topics under its seven "standards" (or "strands" in many states) are not connected: history, government, people in societies, citizenship rights and responsibilities, geography, economics, social studies skills and methods.

Particulars:
The scope and sequence of courses is not ideal. Once again, geography and history are segregated into separate middle school courses, to the detriment of both. A majority of states begin integrated U.S. history and geography in grade five, demonstrating how they illuminate each other and lightening the load of topics for the grade eight course to 1877. The same is true for grades six and seven. The document says the grade six focus "is geographic rather than historic," but it should not be a question of either/or. The two together strengthen each other, and teaching them in tandem over the two years of grades six and seven permits each course

to cover a much shorter era and increases the chances for both to study topics in some depth. The grade seven span of world history, from its origins to 1750, is too long even for high school. It does not allow for the memorable teaching of ideas, events, turning-points, and personalities from the ancient world to the eighteenth-century Enlightenment, and the eve of the American and French Revolutions. It is not likely to reach that crucial century, putting a burden on the high school world history course, which is supposed to begin in 1750. This, in turn, makes it difficult for ninth-grade teachers to reach the present.

As so often, U.S. history topics are more complete and better chosen than those for world history and Western civilization. Grade seven world studies does not carry the main beliefs and moral teachings of Hinduism, Buddhism, Confucianism, Judaism, Christianity, or Islam. It remains too general on Greek political ideas and institutions, and its skips the Roman Republic and the Empire itself. Most curiously, the grade seven standards have no topics after European exploration. World studies to 1750 must include at least the English Revolution contrasted to absolutism in France and Russia, the Scientific Revolution, and ideas of the Enlightenment. Except for "government and rights and responsibilities" (the latter mentions the English Bill of Rights), items under other standards in grades seven and eight remain abstract, but imply the need for a large share of teaching time in courses that are supposed to center on narrative history, government, geography, and economics. Grade nine world studies does pick up on Enlightenment ideas, the American and French Revolutions, and the Industrial Revolution, but leaves out nineteenth-century ideologies of liberalism, conservatism, radical republicanism, social democracy, and socialism (Adam Smith and Karl Marx are mentioned under the economics standard). These are all still debated today and students need to have clear views of them and their varied notions of human nature and possibilities.

In general, however, this new document is a major step forward for Ohio's teachers and students. It provides a good base for later review, revision, addition, and careful selection of priorities by a team of veteran teachers and scholars. It could especially profit from a return to the four central subjects of history, geography, economics, and civics, and relate the scattered topics from people and societies to history, and rights and responsibilities to civics/government, and perhaps begin each grade level with social studies skills and methods.

Oklahoma

(Source: *A Core Curriculum for Our Children's Future: Priority Academic Skills [PASS] Social Studies,* May 2000, Oklahoma State Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	⯪	⯪	⯪

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
With the exception of middle school world history, the Oklahoma document largely meets Criterion #1 with specific, important content from which a common core of learning could be selected. But for most grades, Criterion #2 is not met; the numbers and demands of listed topics are beyond available instructional hours. Criterion #3, on an ordered sequence of civics/history courses is partly met. Grade five centers on U.S. history to 1850. The grade span from six to eight carries courses in world geography; world "cultural history," ancient to contemporary; U.S. history, 1607 to 1877; and civics. High school courses include Oklahoma history; world geography; world history from hunter-gatherers to the present; U.S. history, 1850 to the present; government; and economics. On Criterion #4, it is not clear which courses are required of all students. State tests cover geography and U.S. history at grades five and eight, and there is an end-of-course test in high school U.S. history. World history and civics/government are not mentioned. On Criterion #5, unlike civics, the economics and geography topics are general, academic, and without historical context.

Particulars:
As usual in documents with specific topics, U.S. history includes most of the events, personalities, ideas, and turning-points central to students' understanding of political democracy. The middle school course to 1877 omits the Old World backgrounds of American political thought, only some of which appear in high school world history and government. High school U.S. history since 1850 is overloaded with some 145 substantial topics, missing only the forces behind Reconstruction's failure, the uniquely American context of post-Civil War industrialization, Populism, and the fateful consequences of World War I for American life in the twentieth century.

Middle school world "cultural history" is an incoherent scattering of vast topics. Under "Analyze selected cultures which have affected world history" is "Describe the major social, economic, and political contributions of major historical civilizations (e.g., Egypt, ancient Greece and Rome, China, and Japan)." Under "Identify cultural factors which influence the lives of people today within world regions" is "Describe the development of religion, the arts, science, and literature of major geographic and cultural regions." Even with examples, the

only specifics are colonialism before, between, and after the World Wars, the Arab-Israeli conflict, the UN, Interpol, and the space race. High school world history, a textbook-like compilation of no fewer than 175 topics, is still short on important specifics, such as the forces for the fall of Athens and Rome; the feudal origins of limited government; stages, global effects, and comparisons of the American and French revolutions. As in other states, the failure to segment world history by era into two school years can be fatal to real learning, whether in depth or breadth.

In sum, the Oklahoma document has some strengths and improves upon earlier versions. But to offer effective citizen education it still needs to be thinned out at some points, filled in at others, and clarified through the careful selection of explicit priorities.

Oregon

(Source: *Oregon Social Sciences Standards, 2001,* Oregon Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The document does not meet Criterion #1. Its headings and "eligible content" are stated in general terms. The endless broad matters students are to "understand" have no specifics from which teachers could begin instruction or test writers could craft any but general questions. On Criterion #2, the volume of content needed to understand the vague topics "eligible" for testing would overflow available school time. On Criterion #3, there is no set state sequence of courses, but the content marked "eligible" indicates that U.S. history divides between middle and high school at Reconstruction, and world history at the Renaissance. On Criterion #4, required studies, the standards "define the knowledge and skills that all students in the state must demonstrate" in statewide tests that are, or will be, given at the end of grades five and eight, and in high school for the Certificate of Initial Mastery (CIM). The five "strands" are history, geography, civics, economics and social science analysis. On Criterion #5, none of the last four refers to historical context. All are weakened by their isolation.

Particulars:
Civics benchmarks and topics deal with the content of the U.S. Constitution and the formal structure and functions of federal, state, and local governments, and with the United Nations and its agencies. In U.S. history, grade five goes only through the American Revolution. At middle school, the only item on the Constitution is "Identify and understand the issues and events that were addressed at the Constitutional Convention."There is nothing on the trials and initiatives of a new nation, the presidency, the courts, or political parties.The next items jump to Lewis and Clark, westward migration, and Jacksonian democracy. The items end with westward expansion after Reconstruction. Having skipped the post-Civil War plight of African-Americans, industrial expansion, the Gilded Age, Populism, and imperialism, high school U.S. history starts with Progressivism, without an event, idea, or personality. It then omits World War I entirely, mentions the Great Depression and New Deal, then omits World War II and everything after 1950.

World history fares worse. At the grade eight level, no ideas of world religions and ethical systems appear; only Islam is cited, but without its ideas. There is nothing on Athenian democracy, its ideas or fate; nothing on the decline of Rome; and nothing on the feudal bases for limited government. The items end with "Understand the characteristics and impact of

Renaissance thinking, art, and learning." High school items begin with the Industrial Revolution.There is no Reformation, Absolutism, English Revolution, Scientific Revolution; no Enlightenment; and no American, French, or Latin American revolutions. No social effects of the Industrial Revolution are cited; no liberal, conservative, social democratic, or Marxist ideas; and no nineteenth-century political, economic, or social reforms. After World War II, there is no mention of the United Nations, new nations, the Chinese Revolution, the struggles for democracy over half the world, or technological change and globalization. World history ends with the "impact of the Korean and Vietnam Wars."

Serious revision, with the active participation of experienced teachers and knowledgeable subject-area scholars, could do much to improve this flawed document.

Pennsylvania

(Source: *Academic Standards for Civics and Government, Standards for Economics, Standards for Geography,* and *Standards for History*, 2001, Pennsylvania Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Pennsylvania's standards documents do not meet Criteria #1 and #2. Specific history topics are scattered and the implied content of general headings would overflow teaching time. On Criterion #3, Pennsylvania has no grade-by-grade course sequence, but U.S. history to 1824 is in grade span four-six, from 1787 to 1914 in grades seven to nine, and 1890 to now in grades ten to twelve. World history is skimmed in the grade span from four to six, from origins to 1500 in grades seven to nine, and 1450 to now in grades ten to twelve. On Criterion #4, Pennsylvania does not test in science or social studies, and the content here is too general to turn into a common core of learning required of all. Except for the usual links teachers can make between civics and U.S. history, the four strands are not integrated.

Particulars:
The history document suffers from an overly complex approach to content. In the columns under grade spans kindergarten to three, four to six, seven to nine, and ten to twelve, content is unordered (and appears only as examples) under 20 categories: inhabitants; political leaders; military leaders; cultural and commercial leaders; innovators, reformers; documents, writings, oral traditions; artifacts, architecture, historic places; belief systems and religions; commerce and industry; innovations; politics; transportation, settlement patterns and expansion; social organization; women's movement; domestic instability; ethnic and race relations; immigration and migration; labor relations; and military conflicts.

Under each are three or four disparate examples, many either not fitting the category or narrowed by it (e.g., Washington is a military leader, not a political one; Jane Addams is a cultural/commercial leader, not a reformer, etc.). No example is mentioned twice, so the Declaration of Independence, the U.S. Constitution, and the Bill of Rights are in grade span kindergarten to three and nowhere thereafter, except in the Civics pages, which do include basic documents back to the Magna Carta as required topics, not examples. This odd approach eliminates narrative, multiple causes, and the dramatic interplay of forces, ideas, and people. Moreover, many history examples are chosen less for importance than to demonstrate inclusiveness.

World history examples are even scarcer than those for U.S. history. At all levels, the belief

systems and religions category disappears into a single topic: "Analyze [or Identify or Evaluate] how continuity and change throughout history has impacted belief systems and religion, commerce, industry, innovations, settlement patterns, social organizations, transportation and roles of women before 1500 C.E. [or since 1450]" in Africa, Asia, the Americas, and Europe. No examples cite Greece, Rome, the Middle Ages, the Renaissance, the English and Scientific Revolutions, the Enlightenment, the French Revolution, nineteenth-entury ideologies, nationalism, imperialism, fascism, Nazism, or the cold war.

To fulfill the introduction's promise to "give students throughout Pennsylvania a common cultural literacy," not to speak of civic/political literacy, the history standards would have to be completely revised in both form and content and the four strands linked whenever appropriate.

South Carolina

(Source: *South Carolina Social Studies Curriculum Standards, March 8, 2000*, South Carolina Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★½	☆	★	★½	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★½]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document partially satisfies Criterion #1. It has very few specifics on government and U.S. and world history, not nearly enough on which to build a common civic core of learning. On Criterion #2, its mainly general standards in history cannot be taught within the time teachers have, especially with the many, often repetitive, items in all grades for economics and geography. On Criterion #3, South Carolina does set a kindergarten to twelfth-grade course of studies grade-by-grade for all students. On Criterion #4, statewide testing is planned for grades three through eight, with an end-of-course U.S. history test in high school, implying that there is common content required of all students. Under Criterion #5, on integration of the four main social studies subjects, lists of topics appear in parallel columns on the same page, but apart from the Declaration of Independence and the Constitution under government, there are no specifics on historical periods being taught in the given grade.

Particulars:
The four columns for history, government, geography, and economics seem written by four different teams, none attentive to the overall issue of classroom time.The geography and economics overload begins in kindergarten and runs through high school. The history overload begins in grade five, U.S. studies 1877 to the present (e.g., on 1945 to the present, "recognize how events, people, and various cultures influenced the United States during this period"). Grade eight U.S. and South Carolina studies run from "earliest human settlements" to 1900. Items remain general (e.g., "discuss American industrialization and its impact on the economy, society, culture, and public policy"). U.S. and South Carolina studies return in grade eleven, Reconstruction to the present. In order to meet the demands of the 26 sweeping items in history, teachers would have to treat at least 100 substantial topics, plus exercise the 35 "Process Standards" for the history strand alone. But with some paring down and the selection of vital specifics, with which tests could be aligned, effective middle and high school courses in U.S. history could still be carved from the general headings here.

World history has worse problems. Grade six's "Early Cultures through 1500s" tries to do too much, "the beginning of time" to the Reformation, with vague items (e.g., "Describe and evaluate life in the European Middle Ages"). Grade seven, instead of bridging the years from

feudalism to c. 1750, is wasted on an incoherent "Contemporary World Regions" course. History topics wander from "explain the transformations in Asian, African, and European societies" to "examine the implications of Communism and its effects on world history." Grades nine and ten are called "Global Studies (world geography/world history)." Topics listed seem to divide the two subjects into separate courses, another wasted chance for their mutual reinforcement. In a single year, world history teachers are expected to cover from "beginnings" to the present, an always impossible task exasperating both teachers and students, bound to slight political history and to fall short of the present.

Unlike most states, South Carolina has a clear and common kindergarten to twelfth-grade scope and sequence on which sound curriculum could be built. Unfortunately, its current flaws make it less than useful for the serious education of young citizens for democracy.

South Dakota

(Source: *South Dakota Social Studies Standards, June 1999,* South Dakota Department of Education and Cultural Affairs)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★½	☆	★	★½	★½

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★½]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The document partially meets Criterion #1 for clear and specific civics and U.S. history topics, but apart from ancient civilizations in sixth grade, it has no content in world history or Western Civilization and, thus, no realistic common core of learning for American citizens. On Criterion #2, grade eight U.S. history needs paring down to be teachable in the time schools have. The document meets Criterion #3, listing a kindergarten to eighth-grade course order. For grades nine to twelve, three courses appear: U.S. History, world geography, and civics/government. A "Technical Guide" lets districts set the high school course order and alter course orders within grade spans kindergarten to two, three to five, and six to eight. On Criterion #4, current and planned state tests suggest that standards are required of all students. On Criterion #5, civics and economics, but not geography, are linked to grade five U.S. history. All three are inserted into the grades six and eight history courses.The topic lists for grades nine-twelve imply separate courses.

Particulars:
South Dakota offers an extreme case of the common disparity between the quality of U.S. versus world history standards.The former is not perfect. Many topics in grades five, eight, and eleven are too general; the grade eight course (from Revolution to 1920) is too long a time span to be imaginatively taught and the Jacksonian era, pre-Civil War reform movements, Populism, and Progressive reforms are missing. But even fifth grade's U.S. history course includes the Old World sources of American political ideas, the Magna Carta, the English Bill of Rights, and the Mayflower Compact. Grade eight has Lincoln's Second Inaugural Address and grade eleven examines today's contrasting liberal and conservative economic and political ideologies.

The one world history course is ancient civilizations in sixth grade. Under its general topics, the specifics vital to the education of American citizens could be taught: the political implications of the central ideas of Judaism and Christianity; the forces behind the fall of Athens, Rome's Republic, and the Roman Empire itself. In regard to ideas, the teachings of Hinduism, Buddhism, Confucianism, and Taoism are specified, but only the "origins and spread" of Judaism and Christianity, without the ideas influencing the American founders.

Topics include the Mayan, Aztec, and Incan societies, through their defeat by the Spanish. It would have fit the chronology to include Islam, the feudal origins of constitutional government, and even the Renaissance as a revival of Greek and Roman arts and learning.

The document ignores all history of Europe, Asia, Africa, and the Middle East from about 400 A.D. to the present. Feudalism, the Renaissance and Reformation, the English and Scientific Revolutions, the Enlightenment, the French (and Latin American) revolutions, nineteenth-century Europe's Industrial Revolution and its social effects, the nineteenth-century "isms" (still at the core of American debate), and reforms based on them are all missing. South Dakota's twentieth-century U.S. standards include certain world events, but only from an American point of view. Without knowledge of the world beyond our shores, students cannot decipher the realities and issues of political life today. This is a major flaw in South Dakota's standards, one that hopefully will be addressed during a process of review and revision scheduled for 2005.

Tennessee

(Source: *Social Studies Curriculum Standards,* September 2001, Tennessee State Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★½	☆	★	★½	★½

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [★½]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This huge 216-page document has two parts. The first is "Standards, Learning Expectations, and Draft Performance Indicators" for grades kindergarten to three and four, five, six, seven, eight, and high school. The second is "Accomplishments," grade by grade, kindergarten through grade eight. Both are arranged into six standards: "Culture; Economics; Geography; Government and Civics; History; and Individuals, Groups, and Interactions." Criteria #1 and #2 are not fully met in either part. Learning expectations are general in content and wording, as are the performance indicators supposedly linked to state tests. "Accomplishments" are too many for a school year, and would need severe pruning to provide a common core of teachable material. Criteria #3, on course order, and #4, on required studies for all students, are met and partly met by the content and state testing listed for grades kindergarten to eight. For high school, the common pattern is said to be world geography in grade nine, world history in grade ten, and U.S. history in grade eleven, with grade twelve shared by government and economics.The state requires the last three for all students. World history is optional. Criterion #5, integration, is partly met; civics and economics topics contain historical content in kindergarten to eighth-grade U.S. history.

Particulars:
This is an over written document. Almost nothing is left out, whether in the general learning expectations or the grade kindergarten to twelve accomplishments. The latter has most of the specifics important for citizen education. But they are lost among crowds of other specific and/or general topics and often loosely worded (e.g., in grade six history, "Compare and contrast feudalism and manorialism," without the origins of limited government, also absent in civics and history in grades four, five, eight, and high school).This item is but one of 116 topics, many sweeping, for grade six (e.g., "Describe the beliefs of the world ['s] major religions" and "Identify cause and effect of events leading to the rise and decline of civilizations." Grade six history rushes from the "beginnings" to 1500 and grade seven is given over to the academic abstractions of world geography. As in other states, both history and geography are hurried and desiccated by dividing them in middle school. Grade ten world history, already only optional, covers seven eras from prehistory to the present. Under 31 broad learning expecta-

tions are 98 performance indicators (only 38 in history), most of them sweeping (e.g., "evaluate the idea that cultures both enhance and impede individuals and groups in societal and global interactions" and "test and critique various economic systems through simulations"). One item asks students to know the causes and effects of the Renaissance, Reformation, Scientific and Industrial Revolutions, the Enlightenment, and later political, commercial, communication, and transportation revolutions. To satisfy grade ten's civics items alone would take the study of 100 separate topics, and for history, no fewer than 140. Grade eleven U.S. history is fully as overloaded; its indicators are abstract and arbitrarily scattered among the other five "standards," so that history itself has only 37 out of a total of 230 topics.

Tennessee's standards display an enormous amount of labor, but are only a first step toward setting clear priorities for a teachable, testable core of civic learning.

Texas

(Sources: *Texas Essential Knowledge and Skills for Kindergarten-Grade 12, Social Studies and Economics (TEKS),* 1997, Texas Education Agency, and *Objectives and TEKS Student Expectations forTAAS II, for statewide assessment in 2003)*

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	★	☆	★

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [☆]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
On Criterion #1, the TEKS document does well. Topics are generally clear, specific, and important. From them, a common core of learning for citizenship can be drawn, but only with great effort and, given state testing, great risk. Criterion #2 is far from met; topics in history and civics overflow the available teaching time, and in most grades teachers confront numerous standards and benchmarks from other social studies subjects. On Criterion #3, the documents set a course sequence: U.S. history in grades five, eight, and eleven; grade six studies "peoples and places of the contemporary world" in 13 world regions, of which all of Europe is only one; grade seven, Texas history, repeats the year-long grade four course. World history appears in high school, as do world geography, government, and economics. On Criterion #4, minimum Texas graduation requirements do not include world history; world geography is the option. But in the face of state testing, districts are said to be moving to the "recommended" or "distinguished achievement" tracks, which require both subjects. On Criterion #5, items in economics, geography, and government "strands" in each grade are generally well related to the historical eras under study.

Particulars:
There are four added "strands" at each grade: culture; science, technology, and society; citizenship; and social studies skills.The first two would be better taught with history, and the third with government. Social studies skills are often cumbersome and repeated grade after grade, often without regard for students' ages or the topics at hand. The effect of multiple strands, each with its own standards, benchmarks, and subtopics, is the near-burial of crucial matters in history and government.

In grade five's survey of U.S. history to the present, history itself has only five standards of 27, and sixteen benchmarks of 87. Under its benchmarks are such broad subtopics as "changes in society" in the Industrial Revolution and "world wars." Grade eight U.S. history to 1877 has only nine standards (of 32) and 34 benchmarks (of 108), but some 110 subtopics, including "arguments for and against" ratifying the Constitution.The high school course, since 1877, has only 27 history benchmarks (in a total of 92), but multiple subtopics within broad

benchmarks (e.g., "analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business", and "evaluate the impact of Progressive Era reforms" and "trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries." To teach these well, plus 65 added benchmarks from six other strands, is simply not possible in a single school year.

Despite many sweeping benchmarks, U.S. history courses leave out such matters as the forces behind Reconstruction's collapse, the ensuing plight of ex-slaves, the factors in our rapid industrialization, Populism and its issues, the debate over imperialism, the work of Theodore Roosevelt, and American isolationism between World Wars I and II.

Even more serious problems lie in world history. High school world history standards and benchmarks rightly include the main ideas, events, and institutions of Western civilization, but world history is still not required for graduation and it appears nowhere in middle school. In ten standards and 26 benchmarks, history alone has at least 150 major subtopics to teach its "overview of the entire history of mankind," approaching one for each day in the school year. This alone is too much for one year, even if the three standards and fifteen benchmarks for social studies skills were ignored, not to mention the fourteen standards and 40 benchmarks in other strands.

Many of the course's 81 benchmarks are extremely broad, embodying many separate topics requiring at least a week's work (e.g., "compare historical origins, central ideas, and the spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism;" "summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome;" "identify causes and evaluate effects of major political revolutions since the 17th century, including the English, American, French, and Russian revolutions;" "identify and explain causes and effects of World Wars I and II, including the rise of Nazism/fascism in Germany, Italy, and Japan; rise of communism in the Soviet Union; and Cold War").

Still left out, however, are the fall of Athens, Rome's Republic, and the Roman Empire; the ideas and politics of the Reformation; "natural law" in the Scientific Revolution and the Enlightenment; the central nineteenth-century ideologies and political, economic, and social reforms; the crushing of political moderates by Bolsheviks and Nazis; the roots of 1930s appeasement; the United Nations, and the Universal Declaration of Human Rights.

The *Objectives and TEKS Student Expectations* are items chosen from the 1997 TEKS document as eligible for state tests. At first glance, they seem to do what most standards writers do not do: set priorities. But their U.S. history/civics items are too many and world history items are all but absent. For the grade eleven exit-level test for students who have taken world history or world geography, history has but one benchmark of 24. No benchmark cited above is included. The scope and quality of topics chosen for the "eligible" lists, here as in other states, are of course crucial, for they will supercede the original standards documents as teachers are pressed to focus their courses to fit the tests. These selected "objectives" imply that world and Western history are not important for the education of Texas citizens.

Texas standards, then, are both overstuffed and incomplete for civic education, with history and civics squeezed by six other strands. World history, which carries Western civilization with it, is absent from the middle schools. And the high school course itself cannot be covered, much less engagingly taught, in the time schools have. In the 1997 document, the raw material of non-U.S. history is at hand, but some of it must be assigned to a prior grade and all of it prioritized and refined by teachers and scholars who know the subject and the time available to teach it.

Utah

(Sources: *Social Studies Core Curriculum: Grades 7-12, 1996* {currently under revision}, and *Social Studies Core Curriculum: Grades K-6, 2000*, Utah State Office of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	⯪	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
These documents (now being revised) do not currently meet Criterion #1. Specific civics/politics and history topics appear in the middle grades, but are scarce in high school. On Criterion #2, topics required to fill the broad social studies headings would overflow the available teaching time. On Criterion #3, Utah suggests an order of courses: in fourth grade, Utah studies; in fifth, U.S. history from origins to the present; in sixth, a survey of world and European history, from ancient times to the present. In grades seven to twelve, a year of U.S. history, of U.S. government, and of geography for life are required as are semesters of Utah studies and world civilizations. Technically, Criterion #4 on requirements is partially met, however a true common core is out of reach. Among the seven strands—process skills, history, geography, political science, culture (sociology-anthropology-psychology), economics, and life skills—there is too little integration to satisfy Criterion #5.

Particulars:
The grades five and six courses on U.S. and world/European history have a fair number of the topics (though many in too-general terms) for good civic/political education. However, artificial "themes" fragment the narrative, slicing topics into pieces better taught together. In U.S. history, the American Revolution and Constitution are in three themes, separated by topics on the nineteenth and twentieth centuries, including the Civil War and World Wars I and II. Exploration is splintered among themes one, four, six, and nine. Seasoned teachers can, of course, figure out how to work around these problems, but standards should make their work easier, not more difficult.

The grades seven to twelve courses are also fragmented among the seven strands. Of 87 topics for the grade eight U.S. history course (not counting "Life Skills"), history itself has but fourteen, all in general terms (e.g., "Analyze and compare the causes and outcomes of various wars involving the United States in the 18th and 19th centuries"). Grade eleven U.S. history has only nine topics of 67, all general (e.g., "Determine how actions of political, economic, educational, social, and cultural movements have influenced the development of the United States with emphasis on the 20th century"). Both courses together have but two specific terms or events, "Manifest Destiny" and the Holocaust, and no named persons.

World history fares worse. The grade six course, like its U.S. history counterpart, is splintered and jumbled by its "themes," but carries fewer important topics. Missing are major religious beliefs, Athens' fall, Rome's Republic, feudal politics, the English and Scientific Revolutions, the Enlightenment, nineteenth-century European "isms," reforms, nationalism, imperialism, and all the world outside Europe. In the grade ten course (a single term on "World Civilizations"), history has only ten topics of 72. None of the items missing above is mentioned, nor do any sixth-grade specifics appear at all. Typical is "Identify and explain major themes in world history; e.g., social, political, cultural, geographical, economic."

In sum, there is nearly no Western or world history. Hopefully, this will be regarded as a promising first draft, to which a team of experienced teachers and scholars could be called upon to add needed substance and direction.

Vermont

(Source: *Vermont's Framework of Standards and Learning Opportunities, Fall 2000*, Vermont Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
The document does not meet Criteria #1 or #2. History items are lists of textbook-like headings, without priority or specific events, ideas, forces, or persons. The overall demands of the history/social sciences standards are also too heavy for the time schools have. Criterion #3 is partly met; as a local-control state, Vermont does not set an order of kindergarten to twelfth-grade courses, but topics indicate that the fifth- to eighth-grade span is to include Vermont history to c. 1860, U.S. history to c. 1890 (while leaving the Civil War and Reconstruction for high school), and world history to c. 1500. On Criterion #4, common learning, the state requires no particular courses, despite the introduction's promise of access to "essential knowledge" for all, and its claim that future statewide testing will be based on this document. On Criterion #5, there is no explicit linkage among the social studies disciplines.

Particulars:
History and the social sciences have eight strands called standards: investigation and critical evaluation; history; geography; citizenship; diversity and unity; economics; conflicts and conflict resolution; and identity and independence. Teachers who read the introduction's stated purpose ("To make explicit what may be included in statewide assessments of student learning") are likely to be disappointed by the document's unrealistic demands. It would be impossible for them to cover all the listed items, even superficially. Should they choose some items to teach in depth and others to incorporate more briefly? If so, will state tests allow choices? Or will the state identify some items as "eligible" for testing, as a few states have chosen to do (albeit with problems)?

Broad history topics have examples that are hardly less broad. In the five to eight grade span, under "Rise of institutions and empires, 500 CE," students are to "analyze governments and religions (e.g., Greece and China)." In grades nine to twelve, in an elective world history course from 1450 to the present, under "Age of Revolution, 1689-1920," students are to "analyze the nature of political, economic, industrial, social revolutions (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Industrial Revolution)." Most other items are even less specific. They include, in grades five to eight, "Demonstrate understanding of the relationships among powerful people, important events, and the lives of com-

mon people." Geography's topics follow the inflated demands of national standards models, starting with pre-kindergarten to fourth grade (e.g., "Link the movement of material and non-material culture traits to specific cultural regions"). Economics follows suite. Even civics remains general: Students are to trace the influence of political ideas "from the following traditions: Greco-Roman, European Enlightenment, Eastern traditions, African traditions, Native American traditions."

Topics under "Diversity and Unity", "Conflicts and Conflict Resolution", and "Identity and Interdependence" are wholly vague on issues much better taught in relation to specific times, places, and people. As in many other states, the raw material is here (or implied), but Vermont has yet to take the difficult step of defining what is most essential for its citizens to know, as well what is memorably teachable in the instructional time at hand.

Virginia

(Source: *History and Social Science Standards of Learning, 2001,* Board of Education, Commonwealth of Virginia)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
★	☆	⯪	⯪	⯪

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document largely meets Criterion #1 for central political specifics. On Criterion #2, its yearly items are unteachable in the limited instructional time at teachers' disposal. Criterion #3 is partly met, representing a retreat from the 1995 edition of state standards. In the name of local control, its preface says it does "not prescribe the grade level at which the standards must be taught" and abandons the 1995 edition's listing of grades in which standards could "best be achieved." It even omits the sensible 1995 advice to teach history and social science in "close coordination with the English curriculum." But like most straddling states it says "the SOL [Standards of Learning] assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school history and social science by the grade levels tested."These are assigned to grades three, five, and eight.The state also will give high school end-of-course tests in "locally-determined sequence." Technically, the content is required of everyone, but since it is not teachable and lacks priorities, Virginia is classified as only partially meeting Criterion #4. On Criterion #5, there is a modest amount of integration.

Particulars:
In its content for political education, Virginia's 2001 standards document is a step backward. Its task force was to have improved age-appropriateness, but once past kindergarten to third grade, the language of topics grows more abstract and impenetrable. In 1995, fifth-graders were asked for the "economic and philosophic differences between North and South," with Webster and Calhoun as examples. The popular, but very imprecise term "cultural" now replaces economics and ideas, and the examples are gone, as though the issue of state-federal balance were beyond eleven-year-olds but not meaningful analysis of "cultural" issues. Sixth-graders are to know the American "leadership role" after World War I, an abstract, misleading term. In grade eleven, students are to analyze "cultural interactions" among European colonists, Africans, and Indians. In current affairs, they are to explain media influence on American "culture" but not, as in 1995, "conservative and liberal economic strategies" or "current patterns of Supreme Court decisions" or "the positions of political parties and interest groups on major issues," a major change that results in the omission of many important political issues.

The standards suffer from a dubious kindergarten to twelfth-grade sequence of courses, now as in 1995. Two years, presumably seven and ten, are given to separate courses in civics,

economics, and geography, whose topics and concepts would be better taught in history's context, reinforcing all of them at once. This would also allow a better order of U.S. and world history courses, shorter eras to be covered in each grade, and more chances for study in depth and interdisciplinary links. Instead, civics topics in grade seven repeat what is already in U.S. history courses or should be; economics topics are abstract, unlinked to people and events. And grade ten regional world geography is partly isolated from, and partly repeats, world history, when the two could enliven each other in a two-year course over grades nine and ten.

Virginia's 1995 standards were overloaded. They still are, despite the task force charge to focus on "quantity of content that can be taught and learned effectively." Only grade five U.S. history to 1877 is a bit lighter on topics. Grade six U.S. history to the present is changed in format; it cuts main topics from 52 to 28, but the items needed to teach them stay the same. Grade eleven's survey of Virginia and U.S. history cuts topics from 188 to 145, but many are so broad that the number of items to be taught is ever higher.

In world history, the new grade eight course, from human origins to 1500, adds 500 years to the 1995 version (which ended in 1000 A.D.), raising the number of required topics from some 165 to 220. But, as ever with surveys from 1500 to the present, it leaves grade nine world history to cover some 200 separate topics. New formats suggest brevity, but fewer headings are followed by broader subheads. For regional civilizations after 1500, one of five is "describing East Asia, including China and the Japanese shogunate," and another is "the growth of European nations." As for world history content, the following are cited, but without events, ideas, or people: the Scientific Revolution, the Age of Absolutism, the Glorious Revolution, the Enlightenment, and the French Revolution. Under the Industrial Revolution, the document cites capitalism, socialism, and communism, but not conservatism, liberalism, social democracy, egalitarian republicanism, the expansion of political democracy, British reform laws, or the union movement (the last three did appear in 1995), all of them relevant to current debates.

In U.S. history, grades five and eleven have no Old World backgrounds to colonial thought, except for John Locke, cited with the Declaration of Independence. The Anglo-American political heritage of the Magna Carta, the Mayflower Compact, and the English Bill of Rights is left to senior year Virginia and U.S. government, as are Hobbes and Montesquieu. The drama of constitution-making is missing, with the balance of power behind compromise at Philadelphia. As in grade five, the topics in grade six (1877 to the present) are general, without stories or personalities to engage students. The preface's promise that the new standards will include names and events "crucial to understanding the concepts identified" is not kept, especially for political concepts. Populism and its grievances do not appear. The Gilded Age alliance of politicians and business, without which Progressive ideas are a puzzle, is not here nor in the hurried grade eleven survey. Missing in both grades are reforms linked to Roosevelt, Taft, and Wilson, as is World War I's effect on domestic and foreign policies.

Virginia's standards, then, are both too full and incomplete, lacking clear focus on what is more or less important for American citizens to know. In an apparent attempt to allay teachers' concerns, Virginia also issued a Curriculum Framework, listing "Essential Understandings, Essential Questions, Essential Knowledge, and Essential Skills," which numbers 258 pages for kindergarten to eighth grade alone. It is far more over stuffed than the standards themselves and can only add to teachers' frustration with the whole enterprise. As in many states, the raw material is here and spilling over, but has yet to be limited and clarified in such a way as to be truly useful. More work by a team of experienced teachers and scholars, knowledgeable about the time constraints of real classrooms, is called for.

Washington

(Source: *Essential Academic Learning Requirements: Social Studies,*1998, Washington State Commission on Student Learning)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	⯪	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This 22-page document does not fully meet any the five criteria for judging the strength of civics/history standards for educating democratic citizens. On Criterion #1, it has almost no specific topics. On Criterion #2, honest answers to limitless general questions would take studies far beyond the time schools have. Criterion #3 is partly met. A "suggested" scope and sequence assigns state history to grade four; U.S. history to c. 1800 to fifth grade; ancient history to sixth; state history again to seventh; and U.S. history, 1800 to 1877, to eighth. Students in grades nine and ten take U.S. history since 1877 and "Modern World History" in either order. In grades eleven to twelve, Advanced Placement or International Baccalaureate courses, a document-based U.S. history/civics course, and a state-required "World Problems" course are offered. Criterion #4 on common requirements is not met. One year of high school U.S. history is required, along with world problems. But all else is optional and it is said that local districts decide the curriculum. Yet Washington is planning statewide testing of social studies by 2008. On Criterion #5, there is no explicit integration of the four strands of general topics under history, geography, civics, and economics.

Particulars:
Unless this document is totally revised or replaced, it is hard to see what a statewide assessment of student achievement could be based upon or could measure, other than general reading ability. It nowhere meets the promise of its introduction that "Essential Academic Learning Requirements in social studies give students the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world." All but a few topics are mere wish-lists of "skills" and analyses/evaluations of general themes.

The only specific terms (with no elaboration) here are Puritanism, the Civil War, Catholicism, and Protestantism in history; the Pacific Rim in geography; the Declaration of Independence and the Constitution in civics; and, as examples, the Pacific Rim, NAFTA, the European Union, and APEC in economics. A middle school U.S. history item asks "Identify and explain major issues, movements, people, and events in U.S. history from beginnings to 1877, with particular emphasis on change and continuity, for example, revolution, sectional differences, and the Civil War."The same is asked for high school U.S. history, with "particu-

lar emphasis on growth and conflict, for example, industrialization, the civil rights movement, and the information age." For world history in high school, students are asked to "analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places, and patterns of life." There is no sign of what world history teachers are expected to teach between ancient history in grade six and "modern" world history in high school.

In short, this document gives little help to teachers in the design or presentation of their courses. Its vastly sweeping generalities may only distract them from whatever important, teachable content most of them probably already offer. However, the state says it is planning to develop grade-level content expectations "linked to assessment items."

West Virginia

(Source: *West Virginia Content Standards and Objectives*,2001, West Virginia Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	★	⯪	⯪

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
West Virginia's lists of general objectives in civics and history are comprehensive, but fail to meet Criterion #1 by neglecting specific topics central to political education. On Criterion #2, as in other states with comprehensive lists, the implied content in these standards could not be covered even superficially within the available school time. A clear kindergarten to twelfth-grade scope and sequence of courses largely satisfies Criterion #3. Narrative history begins in grade four, on U.S. history to the Revolution. U.S. history to the present is surveyed in fifth grade; regional studies of the Americas, Western Europe, and the Middle East in sixth; world geography in seventh; West Virginia from pre-Columbus to the present in eighth; a survey of U.S. history to 1900 in ninth; regional world studies "from the dawn of civilization" to the present in tenth; and twentieth-century America and the world in the eleventh grade. On Criterion #4, the last three courses are state-required and commercial tests are given in grades three to eleven, implyng common expectations for all students. On Criterion #5, there is moderate linkage of civics, economics, and geography topics with relevant historical eras.

Particulars:
Courses ostensibly on history are crowded by the number and scope of topics on civics/government, economics, and geography. For example, grade five is called a history course, trying to cover the impossible span from the Constitution to the present. But it has only 21 history topics ("objectives") of a total of 51. For grade six's world regions, it has 20 of 52, with such items as "identify and evaluate contributions of classical world civilizations and cite reasons for their rise and fall" and "compare and contrast the worth of the individual in different societies over time." Grade seven does not follow up on regions outside those in grade six, but centers on 20 general geography "objectives," unrelated to specific places, people, or events, including "explain cooperation and conflict over control of the world's resources."

Such breadth marks all subjects at all grades, with topics unlinked to the relevant historical era and without specifics (e.g., in grade nine's nineteenth-century U.S. course, a civics item is "analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs," an item both overbroad and out of place). In economics, we find "compare and contrast various economic systems and analyze

their impact on individual citizens." In geography, students are asked to "explain and analyze the human impact on the environment throughout the American experience." And in history, "explain major conflicts in terms of causes and consequences." Vast surveys of U.S. and world history and affairs in grades ten and eleven are equally vague and sweeping.

As noted, the West Virginia headings are in one sense comprehensive and often repetitive, but real specifics are scarce. Where they exist, they, together with many examples of detail, follow no discernable patterns of relevance or importance. Teachers are not helped by such a document, overloaded even in kindergarten to third grade.These standards need to be pared down and prioritized by a single team of teachers and scholars attending to all the core subjects at once rather than in separate committees.

Wisconsin

(Sources: *Wisconsin's Model Academic Standards for Social Studies*, 1998, and *Planning Curriculum in Social Studies,* May 2001, Wisconsin Department of Public Instruction)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	★	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [✯]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
Wisconsin's standards do not fully meet any of the five criteria for the political education of citizens. On Criteria #1 and #2, there are few specific items and the broad headings would demand more specifics than there is time to cover during the instructional year. On Criterion #3, Wisconsin has no clear kindergarten to twelfth-grade sequence of courses, with materials that confuse the issue. Under "Historical Eras and Themes," vast topics range from human origins to the present both for U.S. and world history, with a note that they are to be learned by students from the fifth to twelfth grades, with no clue as to when.The history "Performance Standards" give no hint of differentiated courses; everything seems expected to be taught at all grade levels. Criterion #4 is classified as partly met, sinice Wisconsin tests social studies at grades four, eight, and ten, using commercial and state-developed tests. What these tests consist of is unclear, however, as no common body of learning can be derived from the standards. Criterion #5 is not met. Wisconsin has five unrelated strands: geography (people, places, and environments); history (time, continuity, and change); political science and citizenship (power, authority, governance, and responsibility); economics (production, distribution, exchange, consumption); and behavioral science (individuals, institutions, and society). The introduction to the standards tells local districts that "The organization of these standards allows the social studies curriculum to be developed as separate disciplines or in an integrated course."

Particulars:
The introduction section says Wisconsin's standards were written after consulting the national standards in subject areas, by representative teams of educators, parents, board of education members, and business and industry representatives, with drafts reviewed by focus groups, forums, conferences, conventions, workshops, and 90 critiques by state and national organizations. Nevertheless, in its content and language (though not in its format), the Wisconsin document directly reflects the 1994 NCSS standards in *Expectations of Excellence*. The "Overview of Social Studies" has the familiar all-inclusive definition,"the study of the social sciences and humanities." Despite the document's lack of specifics, its introduction says state standards "form a sound basis on which to establish the content of a statewide assessment sys-

tem." Two pages later, it says "Adopting the Wisconsin Model Academic Standards is voluntary, not mandatory." The confusion is not alleviated by an added note that districts are to see state standards as "guides" for writing grade-by-grade curricula.

As examples of sweeping topics, one geography item is "Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them." Political science and citizenship asks students to "Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion." Economics asks students to "Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time." The behavioral sciences ask them to "Analyze the means by which and the extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings." And history asks "Analyze examples of ongoing change within and across cultures, such as development of ancient civilizations, rise of nation-states, and social, economic, and political revolutions" and "Recall, select, and analyze significant historical periods and relationships among them."

Most of the events, ideas, institutions, turning-points, thinkers, and leaders that are central to civic and political literacy, including the ability to understand references in a respectable newspaper, do not appear in these pages. There are a few exceptions to this general absence of specifics. Two individuals are named: Robert LaFollette (in "the Progressive Era," but without particulars) and Martin Luther King, Jr. in regard to his holiday only. Of the 30 history performance standards for middle and high school, two have specifics. One lists the Declaration of Independence, the U.S. Constitution, and the Bill of Rights; the other, "Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity." Political science also names the Declaration of Independence, the Constitution, and the Bill of Rights. It asks students to "Explain the United States' relationships to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement;" it also cites the Holocaust as a form of persecution. Economics mentions the Federal Reserve System three times. Geography and the behavioral sciences have no specifics.

This last strand, behavioral sciences, like Hawaii's "Cultural Anthropology," amounts to a form of academic abstraction brought down to the schools. It contains nothing that could not be better and more memorably learned by studying history, biography, and civics. Like economics and geography, presented in their College 101 styles here and in other states, the social sciences lose their power to engage students when they isolate their main concepts and questions from the lives and adventures of real people.The second document cited above, *Planning Curriculum in the Social Studies*, issued by the Wisconsin Department of Public Instruction in May 2001, is a 273-page compilation of social studies methods, in effect an up-to-date textbook for courses in social studies education. Centered on pedagogical strategies, skills, and processes rather than subject matter, it is not designed to add to the clarity or substance of the 1998 *Model Academic Standards.* At most it offers a few lesson plans for random topics (e.g., Pompeii, the Great Depression), though without their larger context or relevance to significant historical/political questions.

Wyoming

(Source: *Wyoming Social Studies Content and Performance Standards*, 1999, Wyoming Department of Education)

The five criteria: An overview

Are the essentials of a civic core specified clearly?	Are the topics teachable within the allotted timeframe?	Do the documents provide a scope and sequence?	Is the essential content required of all students?	Are the important facts and ideas presented coherently across subjects?
☆	☆	☆	☆	☆

Standards that largely meet the criteria are designated with a full star [★]; standards that partially meet the criteria are designated with a half star [⯪]; and standards that do not meet the criteria are designated with an empty star [☆].

Summary:
This document meets no criterion for the political education of citizens. On Criterion #1, there are but four specifics: the Declaration of Independence, the Wyoming and U.S. Constitutions, and the Bill of Rights. On Criteria #2 and #3, abstract benchmarks at grades four, eight, and eleven give no guidance about the time it would take to fulfill them and none to the scope and sequence of courses. The introductory "Rationale" says "standards do not prescribe curriculum, courses, or instructional methodology," which "will be addressed, assessed, and documented at grade levels and times determined by local districts." On Criterion #4, no common core of skills and knowledge is visible. It is nonetheless claimed that "Students who graduate from a Wyoming public high school in the year 2004 and thereafter must demonstrate mastery of these standards to earn a high school diploma." On Criterion #5, there is no subject matter content to be integrated.

Particulars:
There are seven strands, titled "Standards:" citizenship, government, and democracy; cultural diversity; production, distribution, consumption; time, continuity, and change; people, places, and environments; social studies processes and skills; and technology. Under each strand/standard is a column of "Benchmarks" for grades four, eight, and eleven, and a second column of "Performance Standards Level Descriptors" that are no more specific than the benchmarks. The three levels are "Advanced Performance," "Proficient Performance," and "Partially Proficient Performance."

As elsewhere, civics comes closest to specificity. One benchmark says "explain the historical development of the U.S. Constitution and how it shaped Wyoming and U.S. governmental systems." Advanced performance says "make complex connections between the historical development of the U.S. Constitution and the government systems of Wyoming and the United States." Proficient performance drops "complex." Partially proficient has students "describe, with guidance, the connections."

There are no specific terms under other standards. For an eleventh-grade course in culture and cultural diversity, "Students communicate how personal identity is shaped by and impacts culture, groups, institutions, and world events." The performance descriptor asks "how cultural

influences and diversity have influenced groups, institutions, and world events." History benchmarks mention neither U.S. nor world history. Grade eleven says "explain how history, government, cultures, and economics have contributed to the interpretation of the past and present, and assist in planning for the future." At the grade eight level, students are asked to "identify people, events, problems, conflicts, and ideas and explain their historical significance."

The introduction says thirteen national and state standards were used by many educators and citizens in regional and state meetings to "establish the rigor" of the Wyoming standards. Unfortunately there is little evidence of such consultation here. The final product can at best be described casual, unfocused, and unhelpful for guiding classroom instruction.