Draft Social Studies Standards that mention Asia, Asians, or Asian Americans
Released 12/16/22

Kindergarten: Myself and My Community
None

Grade 1: Working and Building Together
None

Grade 2: This Wide World

2.Geo.GR.23 Using maps and other resources, locate and identify key geographic characteristics of Central America, and South America, ==ancient China==, ancient Rome, and Aksum (e.g., bodies of water, landforms, climate, etc.).

2.Econ.EM.25 Examine the crops grown in ancient civilizations across the Americas, Rome, ==ancient China== and Aksum.

2.Hist.DHC.26 Compare the various physical structures constructed across the Americas, Rome, ==ancient China== and Aksum, and investigate the purposes of these structures (i.e., temples, pyramids, walls, etc.).

2.Hist.DHC.27 Identify and describe the scientific and technological innovations across the Americas, as well as across Rome, Aksum or ==ancient China== (i.e., number systems, aqueducts, etc.).

2.Hist.CCC.28 Describe governing and social structures developed in the Americas, as well as across Rome, Aksum or ==ancient China==, including the kinds of governments and gender roles; including female-led kingdoms and matriarchal societies.

Grade 3: Geography, History, and Cultures of DC
None

Grade 4: American Foundations-First Nations through the Founding of the US
None

Grade 5: Foundations of Modern of America

5.Inq.DP.5 Evaluate historical perspectives about US imperial expansion including Manifest Destiny and American exceptionalism from multiple perspectives including Indigenous Nations, countries and peoples in the Pacific, Caribbean, ==Asia== and Americas.

5.Inq.DP.12 Identify and describe the lived experiences of people who came to the West, especially ==Chinese==, Irish, and African Americans, as well as their motivations for movement and their experiences upon arrival.

5.Inq.DC.38 Explain how white supremacist groups founded in the aftermath of emancipation such as the Ku Klux Klan enacted terror against Black people but also against Jewish, Latinx, and ==Asian American== communities.

5.Hist.HC.42 Describe the causes and consequences of major events of World War II including Pearl Harbor, D-Day and the decision to drop the atomic bomb on Japan.

5.Inq.ID.44 Using primary sources from the perspective of American citizens of Japanese descent, analyze the struggles and resistance of those who were incarcerated during World War II.

5.Inq.DP.45 Compare the different experiences of servicemembers when they returned to the United States after the war, including white, Black, Latinx, Indigenous and Asian American servicemen.

5.Hist.CCC.51 Explore the efforts and impact of diverse groups and organizations inspired by the African American Civil Rights movement to address inequalities in American society, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women's Liberation Movement, the Asian American Movement, disability rights movement, Chicano Movement and Latinx resistance.

Grade 6: World Geography

Driving Concept 3: Asia
In this driving concept, students continue their regional studies through the geography of Asia, with an emphasis on regional diversity. Utilizing a variety of maps, students investigate the role of different regions of Asia in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

6.Inq.DQ.25 Analyze different geographic representations of Asia, created by different groups of people over time to support claims about Asian history and geography.

6.Geo.GR.26 Analyze maps of Asia that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess spatial patterns on the continent.

6.Geo.GR.27 Use physical, cultural, and economic maps to draw regions on the Asian continent and compare these to the existing regional economic communities.

6.Hist.CCC.28 Use primary and secondary sources to evaluate the historic and contemporary role of Indigenous people in the development of Asia.

6.Geo.GI.29 Evaluate the reasons for patterns of conflict and cooperation between the people of Asia and people from other regions.

6.Geo.HP.30 Assess the costs and benefits of changes in land use over time due to population distribution, natural resources, and human behavior.

6.Geo.HE.31 Assess how the environmental characteristics of Asia influenced the economic development of different regions within Asia and the region's role in global trade patterns over time.

6.Geo.HE.32 Examine the impact of climate change on people in different regions within Asia.

6.Geo.HP.33 Assess the political, economic, and social impact of migration of people within, from, and to regions of <mark>Asia</mark> over time.

6.Geo.HP.34 Explain how changes in transportation and communication technology have influenced the connections between people and affected the spread of ideas and cultural practices within Asia and between <mark>Asia</mark> and other regions.

6.Geo.HP.35 Analyze <mark>Asian</mark> cultural contributions to global culture, including art, literature, music, dance, cuisine, philosophy, religious or political thought.

6.Inq.TA.36 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.

Driving Concept 7: Oceania
In this driving concept, students analyze the geography of Oceania, and the political, economic, social, and cultural impact of geography on the people and history of the region. Utilizing a variety of maps, students investigate the role of Oceania in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

6.Inq.DQ.63 Analyze different geographic representations of <mark>Oceania</mark>, created by different groups of people over time to support claims about the history and geography of <mark>Oceania</mark>.

6.Geo.GR.64 Analyze maps of <mark>Oceania</mark> that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc.) to assess spatial patterns that make up the continent.

6.Geo.GR.65 Use physical, cultural, and economic maps to draw regions on <mark>Oceania</mark> and compare these to the existing region's economic communities.

6.Hist.DHC.66 Use primary and secondary sources to evaluate the role of Indigenous people in the development of <mark>Oceania</mark>.

6.Geo.GR.67 Examine the impact of climate change on people in different regions within <mark>Oceania</mark>.

6.Geo.HP.68 Analyze maps to trace the migration of people within, from, and to <mark>Oceania</mark> over time, and assess the impact of migration on the region, with specific attention to the role of climate change on migration from <mark>Oceania</mark>.

6.Geo.HP.69 Explain how changes in transportation and communication technology influence the connections between people and affect the spread of ideas and cultural practices within <mark>Oceania</mark> and between <mark>Oceania</mark> and other regions.

6.Inq.TA.70 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.

Grade 7: US History I

7.Hist.HC.53 Evaluate the reasons for ==Chinese== immigration to the United States, including immigration policy, and the political, social and economic opportunities and challenges different individuals face in the United States.

Grade 8: Action Civics
None

World History I:

WH1.Hist.HC.17 Explain how the development of cities in Africa, ==Asia==, Europe and the Americas led to common characteristics of early complex societies including social hierarchies, governments and laws, specialization, and writing.

WH1.Geo.HC.18 Analyze how early belief systems shaped the political, legal, economic, and social structure of states in Africa, ==Asia==, and the Americas.

WH1.Geo.HC.19 Analyze the origins, beliefs, traditions, customs, and spread of ==Hinduism== and Judaism.

WH1.Hist.DHC.20 Compare and contrast the decline of complex agrarian societies in ==Asia==, Africa, and the Americas.

WH1.Geo.HC.22 Compare and contrast the tenets of various belief systems that developed in ancient empires and how they spread, including Christianity, Islam, ==Buddhism and Confucianism==.

WH1.Hist.DHC.23 Compare the emergence of empires across Africa, ==Asia==, Europe, and the Americas including their methods of consolidating and maintaining power.

WH1.Civ.WG.24 Analyze the ways in which ancient empires in Africa, ==Asia==, Europe, and the Americas, were governed, including decision-making, means of promoting the common good, and the relationship between people and their government.

WH1.Hist.DHC.25 Assess the importance and enduring legacy of major governmental, technological, and cultural achievements of ancient empires in Europe, ==Asia==, the Americas, and Africa.

WH1.Geo.HC.26 Compare and contrast social hierarchies of ancient empires in Africa, ==Asia==, Europe, and the Americas and the ideologies that guided them.

WH1.Econ.EM.27 Analyze the emergence of complex, interregional networks of trade throughout ==Afro-Eurasia== and how trade networks led to the diffusion and evolution of ideas, resources, and technologies.

WH1.Hist.CCC.31 Analyze the political changes and continuities in the societies and dynasties that emerged after the decline of ancient empires in Africa, ==Asia==, Europe, and the Americas.

WH1.Geo.HC.33 Analyze the role of religion, belief systems, and culture in the governance and maintenance of societies in Africa, ==Asia==, and Europe.

WH1.Geo.HE.34 Explain the ways geography influenced the development of economic, political, and cultural centers in Africa, Asia, the Americas, and Europe and how the centers facilitated cultural diffusion.

WH1.Geo.GI.36 Evaluate the economic, political, cultural, and social impacts of cultural diffusion in Africa, Asia, the Americas, and Europe due to trade, religious expansion, and migration.

WH1.Hist.HC.37 Evaluate the impact of intellectual and technological innovations from Asia on the development of societies in Africa and Europe.

WH1.Hist.HC.39 Analyze the factors that contributed to the expansion and/or emergence of powerful nation-states and empires in Asia, Europe, Africa, and the Americas.

WH1.Civ.LP.40 Compare and contrast the methods rulers used to legitimize and consolidate power within Asia, Europe, Africa, and the Americas, including bureaucracies, militarism, feudalism, architecture, taxation, and art.

WH1.Geo.GI.41 Analyze the impact of centralizing power on both trade and conflict between and within states and empires in Asia, Europe, Africa and the Americas.

WH1.Geo.HC.42 Compare and contrast how states and empires in Asia and Europe addressed issues of cultural diversity and conflict within their societies.

WH1.Hist.HC.44 Explain the causes and effects of technological innovations and early urbanization on societies in Asia, Europe, Africa and the Americas.

World History II:

WH2.Hist.HC.2 Analyze how advancements in technology and the spread of knowledge and scientific learning from Islamic and Asian societies promoted maritime exploration and ultimately the expansion of empires.

WH2.Geo.GI.3 Compare the modes of contact between Europeans and civilizations in Africa, Asia, and the Americas, including networks of trade, resistance to colonization, and warfare.

WH2.Inq.ID.5 Explain the historical context of "Eurocentrism" and the lasting social, political, and economic impacts on countries and Black, Indigenous, and people of color (BIPOC) in Africa, Asia, Europe, Latin America, and the Caribbean and our understanding of sources from the past.

WH2.Geo.GI.7 Analyze the intellectual, political, and cultural impacts of the Renaissance and Scientific Revolution on global interactions between people and governments in Africa, Europe, Asia, and the Americas.

WH2.Hist.DHC.8 Assess the political, cultural, social, and economic impact of interactions between Indigenous peoples and European colonizers in Africa, the Americas, and Asia and how European colonizers institutionalized and maintained colonial power around the world.

WH2.Geo.GI.9 Evaluate the environmental and cultural impact of the exchange of food crops, trade goods, diseases, and ideas between Africa, Asia, Europe, and the Americas.

WH2.Econ.GE.24 Explain the detrimental impact of the European industrial revolution on global markets, such as the Indian and Egyptian textile industry.

WH2.Hist.CCC.25 Explain how nationalism, economic competition, and social ideologies, such as Social Darwinism and white supremacy, were used to justify the increase of formal imperialism in Africa and Asia from 1750–1900.

WH2.Inq.DC.26 Evaluate the methods by which European colonizers attempted to take formal control of territories and societies in Africa and Asia.

WH2.Hist.DHC.27 Compare the methods of resistance of colonized peoples to European imperialism in Africa and Asia.

WH2.Hist.HC.31 Analyze the causes of World War I in Africa, Asia, Europe, and the Americas, considering the role of new technology, alliances, and nationalism.

WH2.Inq.DP.33 Use primary sources to analyze the role of Black, Indigenous, and people of color (BIPOC) in World War I. confusing-does this belong?

WH2.Hist.CCC.35 Analyze the reasons for the consequences of violations of human rights during World War I and World War II, such as the Armenian genocide, Nanjing Massacre and Holocaust, and the cooperative global response of the Universal Declaration of Human Rights.

WH2.Hist.DHC.42 Analyze the causes and events of World War II in Africa, Asia, Europe, and the Americas.

WH2.Hist.HC.45 Evaluate the role of technology on the course and outcomes of World War I and World War II including the role of the atomic bomb.

WH2.Econ.EM.48 Analyze how the rivalry between the United States and the Soviet Union impacted the governments, economies, and societies in Latin America, Africa, and Asia and resulted in direct conflict in those regions.

WH2.Hist.CCC.50 Contextualize the motivations for decolonization and popular movements for greater autonomy, social justice, and political sovereignty after World War II in Africa, Latin America, and Asia.

WH2.Civ.WG.52 Evaluate the effectiveness of revolutionary leaders and movements in achieving autonomy, social justice, or sovereignty in Africa, Asia, Latin America, and the Caribbean.

WH2.Civ.WG.53 Compare the governments formed after World War II in Africa, Latin America, and Asia.

American History II:

US2.Civ.LP.11 Using primary and secondary sources, examine legislative actions of the post-Civil War era — including but not limited to the Homestead Act and the Transcontinental Railroad Act — and the

impact it had on the land and people of the Western region of the United States, with a particular focus on the lives and acts of resistance of Native Americans and <mark>Chinese immigrants or Chinese Americans</mark>.

US2.Hist.DHC.26 Analyze the response of Mexican Americans and <mark>Chinese Americans</mark> to the social, economic and political discrimination and opposition they faced, including the use of the label "foreigner" for the American descendants of Mexican Americans and <mark>Chinese immigrants</mark>.

US2.Hist.HC.27 Analyze the social, political, and economic factors that led to the United States' emergence as an imperial power and domestic debates over its role in the world (e.g., the <mark>Spanish-American War</mark>, <mark>Philippine-American War</mark>, intervention in Latin America, and the annexation of <mark>Hawaii</mark>).

US.Hist.CCC.30 Assess the contemporary political, social and economic impact of American imperialism on different territories and governments (e.g., <mark>the Philippines, Marshall Islands</mark>, Puerto Rico, <mark>Guam, American Samoa</mark>, etc.).

US2.Inq.DC.37 Evaluate the portrayal of the "Roaring '20s," including an assessment of the changing societal roles and rights of women, African Americans, Latinx Americans and <mark>Asian Americans</mark> along with the cultural backlash to these changes.

US2.Hist.HC.38 Examine the events that led to the United States' participation in World War II, including the bombing of <mark>Pearl Harbor</mark>, explaining its impact on the course and outcome of the war.

US2.Civ.CE.41 Assess the United States' global commitment to universal human rights before, during, and after World War II, including but not limited to its role during the Holocaust and <mark>incarceration of Japanese Americans</mark>.

US2.Inq.DC.42 Analyze the reasons for and the consequences of the United States decision to drop the <mark>atomic bomb</mark>, including the human and environmental impact of the decision.

US2.Hist.HC.47 Analyze the legacy of the development of <mark>atomic weapons</mark> and the nuclear age in American society, and explain how it altered the balance of global power.

US2.Civ.LP.48 Analyze why the actions of the Soviet Union in Eastern Europe and the spread of communism in <mark>Asia</mark> led to fear in the United States, resulting in political efforts to limit civil liberties, including an analysis of McCarthyism and the "Lavender Scare."

US2.Hist.HC.49 Evaluate the reasons for and success of containment policies enacted by the United States, including conflicts and proxy wars in Latin America, <mark>Southeast Asia</mark> and the Middle East.

US2.Civ.CE.50 Evaluate the reasons for and impact of opposition to US intervention in foreign countries during the Cold War, including the <mark>anti-Vietnam War movement</mark>.

US.2.Hist.CCC.53 Evaluate the impact of Jim Crow and other discriminatory laws in the North and South on the lived experiences of different individuals, including but not limited to Black, Latinx, and <mark>Asian Americans</mark> across different gender and socioeconomic contexts.

US2.Hist.CCC.62 Explore the contributions of different groups to the Civil Rights Movement and how it inspired and intersected with various other civil rights movements and events, including but not limited

to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women's Liberation Movement, the <mark>Asian American Movement</mark>, disability rights movement, Chicano Movement Latinx resistance, and the anti-war movements.

Government and Civics:

GC.Inq.DC.32 Evaluate the use of the court system to achieve or restrict equality historically, including an analysis of *Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education of Topeka, Mendez v. Westminster, Loving v. Virginia, Obergefell v. Hodges* and <mark>*Korematsu v. United States*</mark>.

DC History and Government:

DC.Geo.HP.27 Evaluate the reasons for and impact of changes to the District's population at the end of the 20th century, including the impact of immigration from Central America, <mark>Asia</mark> and Africa.

DC.Geo.HP.33 Use a case study approach to evaluate the history of at least two different communities in Washington, DC and how the communities have grown and changed over time (e.g., <mark>Chinatown</mark>, Columbia Heights, Mt. Pleasant, Shaw).