

**SECONDARY  
SOCIAL STUDIES  
STANDARDS**

**Catholic Schools Office  
Diocese of Phoenix  
2016**

**SECONDARY SOCIAL STUDIES  
CURRICULUM STANDARDS**

**9-12**

**Diocese of Phoenix**

**2016**

**MaryBeth Mueller, Ed. Specialist  
Executive Director  
Division of Education and Evangelization  
and  
Superintendent of Schools**

**Colleen McCoy-Cejka  
Assistant Superintendent**

**Domonic Salce  
Assistant Superintendent**

**Catholic Schools Office  
Diocese of Phoenix  
400 East Monroe Street  
Phoenix, AZ 85004  
(602) 354-2345  
[www.catholicschoolsphx.com](http://www.catholicschoolsphx.com)**

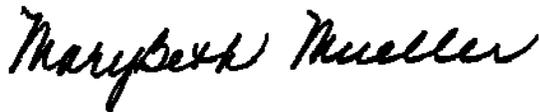
Spring 2016

The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Secondary Social Studies Curriculum Committee for its work in revising and updating the Social Studies Curriculum Standards. A successful social studies curriculum prepares all students to learn and evaluate the contributions of the past, sufficiently understand the needs of the present, and look at the world of the twenty-first century in order to understand the legacy which we must leave. The study of the social sciences in the context of the principles of social justice of the Catholic Church prepares students to contribute to a democratic society, while recognizing our interdependence and responsibility for the global community. Social studies education is critical for every student at the high school level.

We are grateful to the Archdiocese of Cincinnati for providing a model of excellent standards that interweave Social Catholic Teaching throughout their K-12 program, and, of which, we have chosen to model our format. We based the content of our standards on the University of California Los Angeles Social Studies Standards, published through the National Center for History in the Schools at UCLA.

It is our hope that these Standards assist our schools in developing students who will go out into the greater society as socially-conscious citizens who will work to maintain the stability of the family, protect the environment, sustain just government systems, and express a love for God and all God has made.

Sincerely,

A handwritten signature in black ink that reads "MaryBeth Mueller". The signature is written in a cursive style with a large initial "M".

MaryBeth Mueller, Ed. Specialist  
Executive Director Division of Education and Evangelization  
and Superintendent of Schools

# SECONDARY SOCIAL STUDIES CURRICULUM COMMITTEE

**David Lamb**

Notre Dame Preparatory High School  
Scottsdale

**Sheila Martinez**

Notre Dame Preparatory High School  
Scottsdale

**Sister Joan Nuckols, BVM**

Xavier College Preparatory Phoenix

**Carrie Shanahan, Ed.D.**

Bourgade Catholic High School  
Phoenix

**Michael Vetti**

Seton Catholic Preparatory  
Chandler

***Committee facilitator:***

Colleen McCoy-Cejka  
Assistant Superintendent  
Diocese of Phoenix

## TABLE OF CONTENTS

Philosophy and Goals	5
Research Skills for Social Studies	6
World Geography	7
World History	9
United States History	13
United States/Arizona Government and Politics	16
Economics	20
Secondary Social Studies Electives	21
Appendices	22
Appendix A: Selection of Materials	23
Appendix B: Resources for Teachers	24

## PHILOSOPHY

The Catholic community enters public life not to impose sectarian doctrine but to act on our moral convictions, to share our experience in serving the poor and vulnerable, and to participate in the dialogue over our nation's future.

Catholics are everywhere in this society. We are corporate executives and migrant farm workers, senators and welfare recipients, university presidents and day care workers, trade people and farmers, office and factory workers, union leaders and small business owners. Our entire community of faith must help Catholics to be instruments of God's grace and creative power in business and politics, factories and offices, in homes and schools and in all the events of daily life. Social justice and the common good are built up or torn down day by day in the countless decisions and choices we make.\*

\*adapted from *Everyday Christianity: To Hunger and Thirst for Justice*. Nov. 1999.

In order to function adequately in our society of today, students must develop skills to help them know and understand social studies as well as develop skills to solve the crucial questions of today. These skills, grounded in Catholic teachings, will enable students to cope with problems with reason, evidence, and judgment.

The goals and expectations of the schools' social studies programs are:

- to nurture well-developed values based on Catholic teachings and democratic principles.
- To identify both personal mistakes and those of history in order for students to become leaders and make the decisions and choices which actively better our world
- to develop an awareness of the ways people throughout history have found answers to problems.
- to help form articulate, socially-conscious citizens who will work for peace and justice in the world community to produce moral and ethical leaders well-versed in contemporary issues.

## Research Skills for Social Studies

<b>Thesis</b>	Provides a clear and comprehensive expression of the main idea
<b>Evidence</b>	Accurately supports thesis by using appropriate primary and secondary evidence, including maps, charts, statistics, research findings, tables, graphs, and/or geologic time scales.  Interprets evidence accurately (e.g., in longer writing: no more than one piece of evidence used erroneously).
<b>Corroboration</b>	Explicitly relates evidence from at least two sources to each other in supporting the claim.  Explains how different pieces of evidence uniquely support the claim.
<b>Sourcing</b>	Considers how the author(s) and/or document type or purpose affect the content, style, or reliability of the document.
<b>Contextualization</b>	Applies prior and new knowledge to determine the proper context.  Cites specific context external to the sources and makes connection between them and interpretation of sources.

## World Geography

<b>Concept 1: The World in Spatial Terms</b>	
PO 1.	Use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
PO 2.	Analyze the spatial organization of people, places, and environments on Earth's surface.
<b>Concept 2: Places and Regions</b>	
PO 1.	Identify and describe the physical and human characteristics of places.
PO 2.	Analyze examples of regions that people create to interpret Earth's complexity.
PO 3.	Explain how culture and experience influence people's perceptions of places and regions.
<b>Concept 3: Physical Systems</b>	
PO 1.	Describe and analyze the characteristics, distribution, and migration of human populations on Earth's surface.
PO 2.	Describe and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics.
PO 3.	Describe and analyze the patterns and networks of economic interdependence on Earth's surface.
PO 4.	Describe and analyze the processes, patterns, and functions of human settlement.
PO 5.	Describe and analyze how cooperation and conflict among people influence the division and control of Earth's surface.
<b>Concept 4: Human Systems</b>	
PO 1.	Apply the demographic transition model to explain the demographic history of countries.
PO 2.	Evaluate the effects of governmental policies on population characteristics.
PO 3.	Analyze the effect of historical, environmental, political, and technological factors on current population distribution.
PO 4.	Identify and apply demographic data to support predictions or claims about population trends.

## World Geography

<b>Concept 4: Human Systems (Continued)</b>	
PO 5.	Identify the impact of migration and apply the laws of migration to explain the ways in which groups, including governments, adjust to arrival and departure of migrants.
PO 6.	Explain and compare the factors that contribute to the growth or decline of settlements over time.
PO 7.	Evaluate how countries and organizations cooperate to address global issues.
<b>Concept 5: Environment and Society</b>	
PO 1.	Explain the global impacts of human changes to the physical environment.
PO 2.	Explain how environmental hazards affect human systems and why people may have different ways of reacting to them.
PO 3.	Analyze the various strategies that societies use to adapt to changes in the environment
PO 4.	Identify and explain the characteristics and spatial distribution of renewable, nonrenewable, and flow resources.
<b>Concept 6: The Uses of Geography</b>	
PO 1.	Analyze and explain the connections between sequences of historical events and the geographic contexts in which they occurred.
PO 2.	Analyze the geographic contexts associated with current events.
PO 3.	Use current data to predict future conditions of geographic contexts.

## World History

<b>Concept 1: The Beginnings of Human Society</b>	
PO 1.	Describe and explain the biological and cultural processes that gave rise to the earliest human communities.
PO 2.	Describe and explain the processes that led to the emergence of agricultural societies around the world.
<b>Concept 2: Early Civilizations, 4000-1000 BCE</b>	
PO 1.	Identify the major characteristics of civilization; explain how and why civilizations emerged in places such as Mesopotamia, Egypt, the Indus valley, and China.
PO 2.	Explain how agrarian societies spread and new states emerged in the third and second millennia BCE.
PO 3.	Identify and explain the political, social, and cultural consequences of population movements in Eurasia and Africa in the second millennium BCE.
PO 4.	Identify and explain major trends in Eurasia and Africa from 4000-1000 BCE.
<b>Concept 3: Classical Traditions, Major Religions and Empires, 1000 BCE -300 CE</b>	
PO 1.	Identify the causes and results of innovation and change from 1000-600 BCE (horses, ships, iron, and monotheistic faith).
PO 2.	Analyze the emergence of Aegean civilization and explain how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.
PO 3.	Explain the reasons that major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.
PO 4.	Identify key developments of early agrarian civilizations in Mesoamerica.
PO 5.	Identify and explain major global trends from 1000 BCE-300 CE.

## World History

<b>Concept 4: Expanding Zones of Encounter 300 CE to 1000 CE</b>	
PO 1.	Identify causes and results of the Imperial crises and their aftermath, 300-700 CE.
PO 2.	Analyze causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.
PO 3.	Analyze major developments in East Asia and Southeast Asia.
PO 4.	Analyze the search for political, social, and cultural redefinition in Europe, 500-1000 CE.
PO 5.	Examine the development of agricultural societies and new states in tropical Africa and Oceania.
PO 6.	Examine the rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.
PO 7.	Identify and explain major global trends from 300-1000 CE
<b>Concept 5: Intensified Hemispheric Interactions 1000-1500 CE</b>	
PO 1.	Identify key results arising from maturing systems of interregional communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.
PO 2.	Identify factors that redefined European society and culture, 1000-1300 CE, and examine their consequences.
PO 3.	Identify reasons for the rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.
PO 4.	Explain why states, towns, and trade grew in Sub-Saharan Africa between the 11th and 15th centuries.
PO 5.	Analyze patterns of crisis and recovery in Afro-Eurasia, 1300-1450.
PO 6.	Analyze the expansion of states and civilizations in the Americas, 1000-1500.
PO 7.	Identify and explain major global trends from 1000-1500 CE.

## World History

<b>Concept 6: The Emergence of the First Global Age, 1450-1770</b>	
PO 1.	Explain how global transformation resulted from the transoceanic interlinking of all major regions of the world.
PO 2.	Analyze the impact of political, economic, and cultural transformations on European society in an age of global intercommunication.
PO 3.	Explain how and why large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
PO 4.	Examine economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.
PO 5.	Examine causes and consequences of transformations in Asian societies in the era of European expansion.
PO 6.	Identify and explain major global trends from 1450-1770.
<b>Concept 7: The Age of Revolutions, 1750-1914</b>	
PO 1.	Identify and explain the causes and consequences of the agricultural and industrial revolutions, 1700-1850.
PO 2.	Identify and explain the causes and consequences of political revolutions in the late 18th and early 19th centuries.
PO 3.	Examine the causes and consequences of the transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.
PO 4.	Examine the patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.
PO 5.	Examine the patterns of global change in the era of Western military and economic domination, 1800-1914.
PO 6.	Identify and explain major global trends from 1750-1914.

## World History

<b>Concept 8: The Age of Global Crisis, 1900-1945</b>	
PO 1.	Analyze the causes of reform, revolution, and social change in the world economy in the early century.
PO 2.	Analyze the causes and global consequences of World War I.
PO 3.	Analyze the methods used to achieve peace and stability in the 1920s and 1930s, and the reasons for their collective failure.
PO 4.	Analyze the causes and global consequences of World War II.
PO 5.	Identify and explain major global trends from 1900 to the end of World War II.
<b>Concept 9: The Contemporary World</b>	
PO 1.	Analyze the causes and results of post-World War II global reconstruction
PO 2.	Analyze the ways in which colonial empires broke up, and new international power relations took shape
PO 2.1.	Examine the search for community, stability, and peace in an interdependent world; and the results of the failures to do so
PO 3.	Identify and explain causes and results of the growth of Global Terrorism
PO 4.	Identify and explain major global trends since World War II

## United States History

<b>Concept 1: Early Civilizations - Pre 1500</b>	
PO 1.	Identify the geographic, political, economic, and cultural characteristics of early civilizations in America.
<b>Concept 2: Exploration &amp; Colonization - 1500s – 1700s</b>	
PO 1.	Review the reciprocal impact resulting from early European, especially Spanish and French, contact with indigenous peoples.
PO 2.	Describe factors that led to American colonization.
PO 3.	Compare characteristics of the New England, Middle, and Southern colonies.
PO 4.	Describe and analyze the impact of key colonial figures.
<b>Concept 3: Revolution and a New Nation – 1700’s - 1820</b>	
PO 1.	Assess the economic, political, and social causes for the American Revolution.
PO 2.	Analyze the effects of European involvement in the American Revolution on the outcome of the war.
PO 3.	Analyze the key figures and battles of the Revolutionary War.
PO 4.	Analyze the formation of the new national government.
PO 5.	Analyze the formation of political parties, the growth of the presidency, and the establishment of an independent Supreme Court.
PO 6.	Examine the experiences and perspectives of differing elements of society in the new nation.
<b>Concept 4: Westward Expansion – 1800-1860</b>	
PO 1.	Examine the growth of the nation during westward expansion from the Northwest Territory to the purchase of Alaska.
PO 2.	Identify how economic incentives and geography influenced early American exploration.
PO 3.	Analyze how Jefferson’s Presidency, the War of 1812, the Era of Good Feelings, and Jackson’s Presidency affected the political transformation of the developing nation.

<b>United States History</b>	
<b>Concept 4: Westward Expansion – 1800-1860 (Continued)</b>	
PO 4.	Describe the impact of European-American expansion on native peoples.
PO 5.	Describe and evaluate the impact of the Industrial Revolution on economy and society.
<b>Concept 5: Civil War and Reconstruction – 1850-1877</b>	
PO 1.	Explain the economic, social, and political causes of the Civil War.
PO 2.	Explain the economic, social, and political effects of the Civil War.
PO 3.	Examine Reconstruction policy in the United States and its effects on post-Civil War America.
<b>Concept 6: Emergence of the Modern U.S. – 1875-1929</b>	
PO 1.	Analyze how industrialization transformed the American economy during the late 19th century.
PO 2.	Assess how social developments influenced American society in the late nineteenth and early twentieth centuries.
PO 3.	Analyze events which caused the transformation of the United States during the late nineteenth and early twentieth centuries into a world power.
PO 4.	Analyze the influence of progressivism on early 20th century America.
<b>Concept 7: The Great Depression and World War II</b>	
PO 1.	Analyze the causes of the Great Depression and how it affected American society.
PO 2.	Describe how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
PO 3.	Analyze the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.
<b>Concept 8: Postwar U.S. – 1945-1970s</b>	
PO 1.	Analyze America's post World War II foreign policy.
PO 2.	Analyze America's post-World War II domestic policy.
PO 3.	Analyze post World War II American society.

<b>Concept 9: 1970s - 2000.</b>	
PO 1.	Analyze the political, economic, social challenges of the 1970s.
PO 2.	Analyze the conservative resurgence of the 1980s in politics, economy, and society.
PO 3.	Examine post-Cold War domestic and foreign policy.

<b>Concept 10: Contemporary United States</b>	
PO 1.	Examine the causes of 9/11 and its effects on American society and public policy.
PO 2.	Examine contemporary challenges facing the United States.

## United States/Arizona Government and Politics

<b>Concept 1: Foundations of American Government</b>	
PO 1.	Examine the philosophical and cultural foundations of American democracy.
PO 2.	Compare and contrast American democracy with other types of government.
PO 3.	Examine the dimensions of American political ideology.
<b>Concept 2: Constitutional Development</b>	
PO 1.	Describe the causes of the American Revolution.
PO 2.	Examine the Articles of Confederation and analyze its strengths and weaknesses.
PO 3.	Examine the processes leading to the creation of the US Constitution.
PO 4.	Describe the major principles (separation of powers, checks and balances, federalism) and key elements of the US Constitution.
PO 5.	Examine the debate over ratification of the US Constitution.
<b>Concept 3: Federalism</b>	
PO 1.	Define federalism, and contrast federalism with unitary and confederal systems.
PO 2.	Examine the constitutional division of sovereignty between the national and state governments and its impact on American democracy.
PO 3.	Analyze key elements of the relationship between the federal government and the states from the beginning of the constitution to the present day.
<b>Concept 4: Civil Liberties and Civil Rights</b>	
PO 1.	Identify and describe various civil liberties in the Constitution, and understand the distinction between civil liberties and civil rights.
PO 2.	Describe the way in which civil liberties are applied to state governments (incorporation).

<b>Concept 4: Civil Liberties and Civil Rights (Continued)</b>	
PO 3.	Examine the way in which the Supreme Court has defined the scope of various civil liberties in the Constitution.
PO 4.	Describe the Equal Protection Clause, and the criteria by which the Supreme Court determines the scope of civil rights.
PO 5.	Examine key legal milestones of various civil rights movements.
<b>Concept 5: Institutions of American Government</b>	
PO 1.	Examine the electoral system in the United States, including the processes by which the president, vice president, and members of Congress are selected.
PO 2.	Analyze the formal and informal structure, powers, and roles of Congress.
PO 3.	Analyze the formal and informal structure, powers, and roles of the executive branch, including the presidency and the federal bureaucracy.
PO 4.	Describe the constitutional foundation, structure, and function of the federal court system.
PO 5.	Analyze key elements of judicial decision-making, including judicial philosophy and the role of precedent.
PO 6.	Describe the politics and process of judicial selection.
<b>Concept 6: Political Behavior</b>	
PO 1.	Examine the formation and measurement of public opinion.
PO 2.	Examine the structure, function, and composition of political parties in the United States, and the effects of political parties on the American political system.
PO 3.	Examine various types of interest groups in the United States, and the ways in which interest groups attempt to influence public policy.
PO 4.	Describe the organization, financing, and various tactics of political campaigns.
PO 5.	Analyze factors that influence aspects of voting behavior.
PO 6.	Examine the role of the media in American politics.

<b>Concept 7: Public Policy</b>	
PO 1.	Examine various elements of the federal budget.
PO 2.	Examine the formation of fiscal and monetary policy in the United States.
PO 3.	Analyze elements of domestic policy in the United States.
PO 4.	Analyze elements of foreign policy in the United States.
<b>Concept 8: State and Local Government</b>	
PO 1.	Analyze the structure of Arizona's government as expressed in the Arizona Constitution.
PO 2.	Describe the selection of key government officials in Arizona, including state legislators, top executive branch officials, and judges.
PO 3.	Describe initiative, referendum, and recall in the Arizona Constitution.
PO 4.	Describe types of local government in Arizona, as well as the powers and roles that define them.
PO 5.	Analyze factors that influence aspects state and local policy, including sources of revenue.

## Economics

<b>Concept 1: Foundations of Economics</b>	
PO 1.	Analyze the implications of scarcity, including concepts of wants and needs, factors of production and marginal analysis.
PO 2.	Analyze production possibilities curves to describe opportunity costs and trade-offs.
PO 3.	Describe the characteristics and global importance of the four types of economic systems: Traditional, Market, Mixed, and Command.
PO 4.	Interpret, chart, and graph economic information: laws, indicators, and schedules.
PO 5.	Evaluate the economic implication of current events from various resources.
<b>Concept 2: Microeconomics</b>	
PO 1.	Describe how the interdependence of both households and firms are affected by trade, exchange, money, and banking.
PO 2.	Interpret and describe how markets function, including concepts of demand, supply, market price, ceilings, floors, shortages, and surpluses, and type of competitive behavior.
PO 3.	Describe how government policies influence the economy, including federal, state, and local government spending, effects of progressive, proportional, and regressive taxation.
PO 4.	Evaluate the economic implication of current events from various resources.
<b>Concept 3: Macroeconomics</b>	
PO 1.	Describe how factors influence fiscal and monetary policy decisions, including GDP, inflation, deflation, and unemployment.
PO 2.	Determine how investment in factories, machinery, new technology, and health, education, and training of people can raise future standards of living.
PO 3.	Evaluate the economic implication of current events from various resources.

## Economics

<b>Concept 4: Global Economics</b>	
PO 1.	Describe the effects of international trade on the United States and other nations.
PO 2.	Analyze the social justice of a global economy and the importance of using economics to increase standards of living.
PO 3.	Evaluate the economic implications of current events from various resources.
<b>Concept 5: Personal Finance</b>	
PO 1.	Explain how education, career choices, and adult obligations affect future income, including advertising in consumer choices, short and long term financial goals and plans.
PO 2.	Evaluate the role of personal taxes in economic systems.
PO 3.	Compare the advantages and disadvantage of types of credit and the importance of credit history and score.
PO 4.	Identify and explain risk, return, liquidity and option of short and long-term investment options and vehicles.
PO 5:	Evaluate the economic implication of current events from various resources.

Additional electives created by Diocesan high schools fall under their jurisdiction.

Advanced Placement (AP) Courses (College Board Curriculum)

AP Human Geography  
AP European History  
AP World History  
AP US History  
AP US Government and Politics  
AP Comparative Government and Politics  
AP Microeconomics  
AP Macroeconomics  
AP Psychology  
AP Sociology

[National Geography Standards](#)

UCLA standards  
Council for Econ Ed  
Arizona State Standards  
NCSS  
National History Standards  
Diocese of Cincinnati  
Stanford HEG concepts for thinking (research skills)

# APPENDICES

## APPENDIX A

### INSTRUCTIONAL MATERIAL SELECTION POLICY - DIOCESE OF PHOENIX

#### 2.04 E. INSTRUCTIONAL MATERIALS SELECTION POLICY

The schools of Roman Catholic Diocese of Phoenix, in their role of supporting parents as primary educators of their children, are committed to mature and appropriate literary study while maintaining the dignity of each and every person created in the image and likeness of God. All materials selected are to be consistent with the Language Arts/English Standards of the Diocese of Phoenix.

While theological truths are not relegated to theology class or campus ministry alone, the truths of the faith permeate all subject matter and all aspects of the school's life. In light of this truth, it must be noted that some literature may contain controversial language and subject matter. Extra care will be taken to ensure that truth is upheld and that human sexuality not be depersonalized, trivialized or viewed as anything less than the sacred gift of God that it is.

While encouraging intellectual growth through exposure to fine literature, this policy seeks to (a) support and maintain the family's positive atmosphere of love, virtue and respect for the gifts of God, in particular the gift of life; (b) ensure the maintenance of the ideal of chaste love called for in the Gospel; (c) aid and protect children as they seek to understand and discover their own particular vocation in life.<sup>1</sup>

This policy seeks to support teachers in their work to convey messages consistent with the teachings of the Catholic Church through literature and to protect young from any aggressions they are subjected to by the media. Selected literature will support the positive practice of chastity that is the "successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being." As believers, we affirm this to be fully attainable and a motive for joy experienced in the sacramental life on which the Catholic school rests.<sup>2</sup>

As in all subjects, the spiritual and moral dimensions must always be considered in literary works studied to allow for the formation of a right conscience. The formation of conscience requires being enlightened about the truth and God's plan and must not be confused with a vague subjective feeling or with personal opinion.<sup>3</sup>

---

<sup>1</sup> Pontifical Council for the Family *The Truth and Meaning of Human Sexuality*, [http://www.vatican.va/roman\\_curia/pontifical\\_councils/family/documents/rc\\_pc\\_family\\_doc\\_08121995\\_human-sexuality\\_en.html](http://www.vatican.va/roman_curia/pontifical_councils/family/documents/rc_pc_family_doc_08121995_human-sexuality_en.html), 22.

<sup>2</sup> Ibid, 4.

<sup>3</sup> Ibid 94-95.

(Handbook of Policies and Procedures, Catholic Schools Office, Diocese of Phoenix, 2010)

## APPENDIX B

### RESOURCES FOR TEACHERS

**Standards:** These organizations have identified and articulated standards. Some are content-specific, like the National Geography Standards, and some focus on becoming a proficient student of History (UCLA Center for History in the Schools).

[National Geography Standards](#)

[UCLA Center for History in the Schools standards](#)

[Arizona State Standards for Social Studies](#)

Diocese of Cincinnati

**Social Studies Professionals:** These are national organizations that provide support, resources, research, and advocacy.

Arizona [Council on Economic Education](#)

[NCSS](#)

[Stanford HEG concepts for thinking \(research skills\)](#)

**Big History:**

[Big History Project](#)

[US History for Us All](#)

[World History for Us All](#)