

Comments on March 2023 Draft DC Social Studies Standards

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Globalize DC

Our consistent goal in our ongoing review of DC's draft social standards has been to ensure that the new standards follow the Guiding Principle on Global Perspectives adopted by the State Board of Education in December 2020. This guiding principle states:

“The State Board advises the State Superintendent that they should ensure that an explicit, ongoing thread that provides students with a global perspective and global context for their own lives, their history, and their society; that equips students with the content knowledge, skills, experiences, and mindsets that will help prepare them for careers and engaged citizenship in a culturally diverse and globally interconnected world; that explores not just comparisons but connections between peoples of the United States and the rest of the world, historically and in the present, is included in the new proposed standards.”

This is the strong forward-leaning guidance that the Board transmitted to the State Superintendent of Education, as part of its Guiding Principles document developed with guidance from the Social Studies Standards Advisory Committee (SSSAC) to direct OSSE's work of updating DC's current social studies standards, not revised since 2006. We urge the State Board to adhere to its own guiding principle, and insist that the new standards include an “explicit, ongoing thread” that incorporates strong global content and perspectives, as a condition for approval.

To date, it is clear that that much of the attention, excitement, and expert consultation around these updated social studies standards has been driven by the imperative to revise the US-focused aspects of the standards, which constitute most of the K-12 content. OSSE does not appear to have included an expert on world history, geography, or educating for global competence among its Expert Reviewers. The State Board's own expert panel at its April 17 public meeting focused exclusively on US content. But teaching DC students about the wider world and their role within it is also critically important at this time, and it will be a tremendous mistake for the State Board to ignore the way world history, geography, and global engagement are treated here. We will most likely live with these standards for the next 10 years, and we will inevitably come to a moment when we recognize how inadequate the global aspects of these standards are.

Further, it will be a mistake to move forward with less than satisfactory globally focused standards with the view that these can be fixed later when curricular frameworks are developed, as one recent public witness testified. We know that without global content embedded in the standards, global teaching will be treated as discretionary, and will continue to be inequitably available. Students in many schools, particularly those without significant linguistic and cultural diversity represented in its student body, will be left out of the global education we had been ensured would be a priority for this new version of the standards. Creating social studies standards that include strong global content, context, and perspectives, and that intentionally educate for global competence, ensures that ALL our students, regardless of school or neighborhood, have a right to a global education that will prepare them for 21st century life, careers, and engaged global citizenship.

Introduction to these comments:

I have submitted comments regarding the standards in writing and in public Board meetings numerous times before. Much of what I say here has been said before. We have seen some positive changes, in response to public comments, and we do acknowledge that. We do see the addition of globally focused standards. We also applaud the significant new attention paid to Asia and Asian Americans, and immigrant communities more generally, at least in part due to the advocacy of students in Globalize DC's #Stop Asian Hate Project. But we also still see significant failures to meet the bar set by the Board's own guiding principle on global perspectives and so are urging the Board to require additional changes before these new standards are adopted.

First, why is the global perspectives guiding principle, as written, so important?

1. A global education is indispensable in the 21st century. We want our students to be civically engaged, anti-racist, critical thinkers. We also want our students to be global thinkers, who from the earliest grades understand that they are part of a large, diverse world community, just as they are part of a family, a neighborhood, a school, a city, a country, and other identities they may claim. Helping students to see themselves as part of a world community isn't something to be introduced once students reach high school (as I've heard some people claim recently). We want our students to understand they are all part of a larger world, that they share the planet with people across the globe who may have very different life experiences, perspectives, and ways of being in the world, but who face many similar challenges to their own. Many of these challenges, such as climate change, will only be solved through global cooperation and action. Our students must develop respect for diversity and the ability to work across cultural, linguistic, and national borders. This is the mindset we want to engender and the skills we need our students to develop from the earliest grades.
2. We want our students to understand very clearly that American history has not unfolded in isolation from the rest of the world. We are part of a larger world history. Through our nation's diversity, a wide network of global connections remain with us today; these global connections are not just a relic of the past. Our students need to understand context and connections, the ways we have been influenced by the larger world and the ways we have influenced that larger global community. We cannot fully understand our own history unless we see this larger context.
3. Global education is DC's "home field advantage," as one former DCPS Superintendent said to me. This community is rich in expertise, resources, and globally connected career opportunities requiring global and cultural competencies. Embedding global content in the social studies standards will open the door to community partners and others to support DC students and educators by developing curriculum, professional development, field trips, and other learning opportunities.
4. These standards will define what DC students have the right to learn. We want ALL our students to be able to claim their identity as members of a global community and understand that regardless of where they go to school, they have the right to play, work, collaborate, learn, and problem solve with their peers around the world. Unless we embed this kind of deep global learning in the K-12 standards, it will remain discretionary and therefore inequitably available to all.
5. State Superintendent Grant has publicly expressed her desire to create new DC social studies standards that can serve as a national model. We believe that's an admirable and achievable goal.

To reach that bar, however, the weakness in the treatment of global content must be fixed. If the Board adopts standards that in fact adhere to their own Guiding Principle on Global Perspectives, along with the important work already done on the US-focused standards, this will be an achievement that we all can be proud of, and that will lay a firm foundation for strong and progressive K-12 social studies education in DC public schools moving forward.

GRADE LEVEL COMMENTS:

These comments are presented in two parts:

- A. Some general comments on the three secondary level courses that focus on global content (World Geography, World History 1 and 2).
- B. More detailed comments on the need to incorporate an explicit K-12 global thread, which will embed global thinking, context, connections, comparisons, as well as essential global competencies – with concrete suggestions about how to do this.

A. COMMENTS ON THE THREE SECONDARY LEVEL GLOBALLY FOCUSED COURSES:

We still recommend major changes to 6th grade World Geography and World History I standards. In both cases, standards are overly broad, cover too much content, and rely on overuse of optional case studies rather than specific content.

General observation: We still see inconsistency across grade bands. The US-focused standards are very specific; world history/geography are thematic, broad, with heavy reliance on case studies entirely at the discretion of the teacher/LEA. There is disproportionate attention on early history and ancient history – important, but repeated over multiple courses. By contrast, recent and contemporary history suffers.

World History 2

This version of the World History 2 standards is much improved with the rewrite. From overly broad, thematic standards we now have specific expectations about what students need to learn and think about in understanding the world. In addition, without the previous heavy-handed Eurocentric framing of this course, students will have the opportunity to learn about the world beyond the often reactive role it played in response to European expansionism and colonialism. The scope of the course remains huge and the number of standards perhaps unrealistic, but we are pleased with the changes made here.

World History I

In contrast to World History 2, the standards in World History 1 remain overly broad and thematic. For example:

WH1.39. “Evaluate the economic, political, religious, cultural, and social impacts of population and cultural diffusion in Africa, Asia, the Americas, and Europe due to trade, military expansion, and migration between 400-1200 CE.”

The standards are organized into driving concepts based on historic periods. To narrow the field of study, teachers are directed to select case studies for investigation from a set of suggested societies, representing different world regions, for each identified time period. In this structure, it is unclear whether teachers are supposed to consistently examine the same selected case studies, or jump around depending on standards. It appears there is no required content or societies for study. Ancient Egypt, Mesopotamia, Greece, Rome, the Byzantine Empire, for example, appear to be presented as options. There seems no guidance for identifying regions or countries of more or less influence (political, military, cultural). While in-depth study of particular societies can be very useful, these World History 1 standards lack an overall historical narrative and specific content. For instance, there is no mention of the Moors' conquest of northern Africa and Spain, the Reconquista, the Spanish Inquisition, the Crusades, Magna Carta, Black Plague, Ottoman Empire, or Mongols.

This type of broad thematic language is what we found deficient in World Geography and the first World History 2 draft, especially as compared to the specificity of much of the US and DC History standards. World History 2 standards are much improved with specific content knowledge – World History 1 standards should be comparable.

A few specific comments:

WH1.45. “Compare and contrast how states and empires in Asia, the Americas, Africa, and Europe addressed issues of cultural diversity, religious diversity, and conflict within their societies, **including an analysis of the rise of Sikhism between 1000 CE and 1600 CE**. This phrase on Sikhism should be removed. What about Sunni/Shiite, Protestant Reformation, etc? We note addition of Sikhism in this draft of the standards, which is good, but this is excessive and difficult to understand its rationale.

Driving Concept 5: Early Modern Empires (1000-1600)

Text calls for students to “analyze the development of nation-states and early modern empires.” Most date emergence of nation-states from 17th century. This is more appropriate to World History 2.

Grade 6: World Geography

This is the one chance in the entire K-12 standards for students to learn about the lived experience of fellow humans around the world, to understand the physical features of the planet, the ways human populations interact with their physical environment, as expressed in the variety of cultures and social organizations found in societies around the world. This course is an opportunity for students learn about people around the world in the present, to understand commonalities, differences, and connections. This also is an ideal course for developing a deep understanding of culture, and to develop the global and cultural competencies essential for our culturally diverse and interconnected global society. The initial draft of the standards, to our deep chagrin and frustration (because there was never any explanation), dropped “Cultures” – as in World Geography and Cultures - from the title and purpose of the course. This is a huge loss, and in our view, a big mistake, as the rest of the standards fail to equip students with this cultural knowledge – even to understand what culture is – and competencies. Cultural geography is an important part of geography. We also faulted the original draft standards for being overly broad and thematic, non-specific, and attempting to cover an unrealistic and unteachable amount of material. The course was structured around sequential units on each continent or cultural region, with often generic standards repeated for each continent – in addition to a focus on the UN Sustainable Development Goals.

This second draft creates even more problems:

- Rather than creating less broad and generic standards, that addressed essential knowledge, covering a more realistic amount of content, the writers have resorted to case studies to limit material. There doesn't appear to be much required content knowledge for these standards. It seems students may learn about the continent of Africa by learning about Nigeria, or Latin America/Caribbean (which isn't a continent) by learning about Venezuela. Is there any guarantee that students will learn basic geographic knowledge about the world - about the critical importance of the Nile, the Amazon, the Sahara, for instance.
- We notice the addition of many new themes and issues – politics, economics, history, current events, power, privilege and injustice. It feels like a grab bag of content about different countries. The Asia driving concept focuses on global economics and history, as much as geography.
- Standards remain overly broad and unrealistic.
- There is still no serious treatment of culture or cultural competencies.
- The civic engagement driving concept calls for students to study and address globalization, climate change, and contemporary global issues. This is too much! Focus here should be on human interaction with the environment and the existential threat posed by climate change.

We still recommend a total rewrite for this course (as was done with World History 2). We would like to see 6th grade World Geography and Cultures standards that:

- Focus on physical and cultural geography, human interaction with the physical environment, and the diversity of human societies and cultures around the world, with a focus on the contemporary lived experience of people around the globe. We want 6th graders to have familiarity with countries and world regions, geographic features, and natural resources - good preparation for the world history that will follow
- Address the concept of culture, and help students develop the global and cultural competencies (skills, mindsets, and experiences) that support their personal and civic engagement in the wider world. This is an excellent place to incorporate important conflict resolution principles and skills.
- Incorporate a look at international organizations, embassies, foreign policy, and international cooperation as tools for global civic engagement.
- Focus civic engagement standards on environmental issues and possible solutions.
- Encourage use of online resources to connect students to international peers and sources of information, with accompanying development of global and cross-cultural digital competencies.

B. INCLUSION OF AN EXPLICIT ONGOING GLOBAL THREAD

The comments below focus on changes that:

- Establish an explicit ongoing global thread (per the guiding principle on global perspectives).
- Bring a global lens to content across all grade levels – in particular to those grade bands that are not specifically focused on world history or geography.
- Embed global competencies (skills, mindsets, experiences).

Front Material

Disciplinary Competencies

This language is entirely consistent with teaching for global competence (skills, knowledge, dispositions, habits of mind).

Inquiry Arc

Following the Board’s guiding principle, we believe it is essential to articulate a global framework for the standards from the beginning of the document. It would be great to establish a separate section for Global Perspectives and Competence within the Inquiry Arc. This would most clearly demonstrate that these standards are going beyond the traditional approach to learning about the world (mostly as separate subjects – Geography, World History) to one that educates students for global competence, and focuses on context and connections. If that approach is rejected, we recommend incorporating explicit global language throughout this front material to establish a clear K-12 global thread.

Gathering Diverse Perspectives and Evaluating Evidence

No global mention now. Add global language here. “Diverse perspectives” must incorporate global perspectives (culture, nationality, historical understandings), and this must be explicit. Students need to develop the global/cultural competence to recognize and evaluate perspectives and information from sources outside US borders.

Developing Claims and Using Evidence to Develop Civic Dispositions

No global mention now. Add global language here. The text imposes an American democracy framework, but civic dispositions and civic engagement must be applied in a global (not just local and national) context. Online materials are inherently global in origin – and in transmission. A US-centered framing is baked into these standards.

Identity

Add global language to clarify that we’re talking about identity within a global frame (not just Americans). And that identity can shift depending on the context. In the second paragraph, what is meant by an individual’s “global identity?”

History

Continuity, Change, and Context

Context, influences, patterns, and interconnections should be examined with a global lens. The word “world” is in here, but more explicit global language would be helpful.

Historical Causation

Make explicit that “prior conditions and causes” can be global. Local and national events don’t occur in a vacuum.

Civics, Government, and Human Rights

World Government

There is a strong general orientation in these social studies standards towards study of government and societies. The comparative focus on world governments is good, but it is critical that a global lens is applied elsewhere throughout this section. The focus here is on how governments work, how effective they are in achieving their goals. The concept of evaluating which governments are “best” seems problematic. It would perhaps be more useful to examine which forms of governments/social systems are better as measured by different indicators, such as human rights, productivity, wealth, happiness, social equality, health. The final sentence is confusing and could probably use a rewrite.

Why is “caste” removed? It appears to remain elsewhere in the standards, and it is a very useful tool for understanding social relations, power, privilege, and race, with new relevance in the American context, thanks to Isabel Wilkerson’s book, *Caste*.

Laws and Policies

It is good this section includes international law. It should also reference treaties as well as international and extra-governmental organizations – ie, enforcement. Conflict resolution on an international level (and domestically) could also use more explicit attention, especially given our current times. In reference to laws and policies, these standards focus on human rights and democracy, but not so much on war, violence, and peace.

Engaging in civil discourse and taking informed action

After “investigating questions important to the republic and the world,” the text states that citizens must be prepared to take action. Yet there is no explicit language here that would equip students for civic engagement on a global stage. We need explicit language that calls for students to develop the global and cultural competencies and mindsets that would empower them to act globally, not just domestically.

Geography

This subject is inherently global and very important. This is why the inadequacy of the current 6th grade Geography standards is so troubling.

Human Population Patterns

In the last sentence in this section, add “culture” and “nationality.”

Diversity of cultures

As in the standards themselves, “culture” is primarily addressed with a comparative, “multicultural” lens. We focus on learning about “different cultures, the great diversity of human experience and expression,” as well as “similarities and differences across cultures.” It misses entirely the ways culture is operationalized in the world, the ways it affects human interaction, how cultures interact and change. We strongly suggest applying an “intercultural” rather than multicultural lens. These standards should also equip students with cultural competencies (beyond understanding and appreciating the diversity of cultures). How do we communicate, cooperate, work, resolve conflicts, reduce misunderstandings, and make change cross-culturally?

Global interconnections/Global economy

The movement of people (migration) and culture also contributes to global interconnections. We want our students not only to be observers of global interconnections and globalization, but to develop the mindsets, skills, and experiences that will enable them to operate successfully in a globally interconnected world.

Economics

“Global Economy” has been moved to Geography. Even so, economics is global, and global language needs to be included here. It is impossible to understand US economics, exchanges and markets, and even economic decision making without an understanding of the global economy and globalization.

So for all this front material, the standards should create a global frame so that teachers can integrate global perspectives, realities, influences, connections, context, lessons, and career ideas.

CREATING AN EXPLICIT GLOBAL THREAD: EMBEDDING GLOBAL PERSPECTIVES, CONTEXT, CONNECTIONS

Creating this explicit global thread does not require major redrafting. It can be done by adding words, phrases, and some additional standards that will clearly embed a global lens and framework across all grade levels. This kind of shift will lay the groundwork for developing curriculum and instructional supports. We recommend incorporating this global framing in the introductory text at each grade level. Suggestions are also made for ways to add global content to standards in the current draft and to add new standards. We are not proposing that OSSE needs to make all these changes, but rather are offering these suggestions to show how a global lens can be applied at all grade levels and in all subjects to develop global competency and global mindsets in our students.

Color coding:

Green: identifies standards that are global (generally a good thing).

Blue: identifies standards where we recommend adding global content or other changes.

Black: comments not directly related to global issues.

Grade K - Myself and My Community

This grade band focuses on “community.” There is no explicit global reference. The introduction refers to building civic dispositions, respect and appreciation for diverse perspectives, celebrating what makes individuals both unique and sharing commonalities, building respect for other people, showing empathy, respect, and understanding. It also speaks to the “importance of diversity in their communities and the United States.” This is all part of the language of global competence and building global mindsets. Kindergarten is NOT too early to let students know that our community is local, national, and global. After all, if students appreciate diversity in their local community, they will need to understand that individuals come here from other countries. The local-national-global are connected.

Add: An explicit global frame to this introduction. Change language to “importance of diversity in their communities, the United States, and the world.”

Add: language as an important element of diversity requiring respect and understanding.

Driving Concept 1: Working Together

K2. **Add:** Different kinds of families may be a reflection of national origin and culture. Also some families may be divided when some family members migrate to the US, and others remain behind.

K3. **Add:** nationality

K4. **Add:** include global examples to individuals who made their communities just and fair.

Driving Concept 2: Why History Matters

K9. “Identify artifacts in the lives of students and their community.”

Here’s an example of a standard that in some schools, with diverse student populations, will allow for global learning. For others, this might not be an option. We need to be mindful of the ways in which school demographics and communities offer disparate access to global learning, and we should find alternate means to open these windows for all students.

Driving Concept 3: Who am I?

K15. **Add:** “national” to list of identities.

K16. **GLOBAL:** This standard looks at historical people from different families. This is an unfortunate example of introducing people from other countries (the first global content in the standards) in

historical terms. This is OK only if a global lens is applied throughout, and students from the youngest age also have realistic and current understandings of people around the world today – and that they are part of their “community” and share the planet with them.

Driving Concept 4: Where I Live

Incorporation of global content is a bit unclear here.

K18. GLOBAL: Mapping - to “understand our place in the world and community.”

K.21. Add: The standard is unclear. Is meant to be a DC focus only? Needs language to ensure a global frame so students are not just looking at where in DC they are living but also why people choose to live in DC, and even why they have chosen to migrate to the US/DC from other places.

Driving concept 5: Meeting Community Needs

GLOBAL: Good global framing in the introduction and in the standards. Students begin to develop economic language and understanding (jobs, resources, scarcity).

Grade 1 - Working and Building Together

Build in global framing consistently, at each grade level, even though it’s not the main focus. There is no explicit global language in the introductory text to Grade 1. Should be added.

Driving Concept 1: Building A Community

A global framework is inconsistently referenced in the introduction.

Add: In first sentence “different types of community (eg, their neighborhood, city, nation, and world). “World” is included in the next sentence.

1.2 Add: “national origin.”

1.3. Add: Since literally every other group is mentioned, I would suggest adding “white” here. There is diversity in the white population (such as Jewish immigrants), which gets lost in these standards, and this would be a good place to add this.

1.7. GLOBAL: how individuals and groups in a local or global community provide services, uphold rights, and work for the common good.

1.9. Add: Include one or more global leaders, in addition to US President and DC Mayor. This begins to build the mindset that students are part of a global community. People in other countries are not just the “other.” Plus we can learn from studying leaders outside the United States.

1.15. GLOBAL: Great that global community has been added here as a focus for designing actions for positive change.

Driving concept 4. Meeting a Community’s Needs

The nonprofit sector, civil society, voluntary associations, as well as churches and other religious institutions, need to be added. These standards do have a strong focus on government and neglect the importance of civil society, especially in a global context, but also here. Government and business are not the only actors in meeting community needs.

1.34. In line with the comment above, I suggest adding “donations,” to making “decisions about personal savings and spending.”

Grade 2 - This Wide World

This is the first grade that focuses on global content – “this initial world history course.” It incorporates, history, geography, study of human migration, government, and culture. When the introduction refers

to “ancient societies, many of them built and led by people of color,” this is a culturally/socially determined term that doesn’t make a lot of sense in a global context. I think the phrase is problematic, but if it’s important to include, you should probably change it to “most” or “all” (rather than “many”).

Driving Concept 1: Understanding Ourselves in the Larger World

GLOBAL: The introduction asks students to “analyze their own lens or position in the world, identifying their ‘local’ sense of place to position themselves within the context of the larger world.” Excellent.

Most of the standards in this driving concept include global content. Unfortunately, it focuses its examination of the global other in the past (in ancient history). We should be sure our students’ understanding of Egypt, for example, isn’t confined to ancient Egypt.

2.8. GLOBAL: Compare different ways people get food and water today locally, nationally, and globally. Great example of looking at the same issue in these different contexts.

Driving Concept 2: First Ancient Civilizations

Unclear. Are Mesopotamia, Kush, Egypt, Olmec all required or discretionary? Prefer all are covered. The introductory texts makes it sound required, but standards in this driving concept suggest otherwise – using “such as.”)

It looks like Rome, China, and the Americas are required for Driving Concept 3.

2.16. Example of an overly specific standard, certainly as compared to many of the broad, thematic questions in other world history and geography draft standards. Appears inconsistent.

Driving Concept 4: Kingdoms, Cities, and Communities (1200-1500/1600)

Why has all this content been added? Far too much. Stick with ancient history, mapping, and natural resources, please.

Driving Concept 4 (should be 5): Our World Today

GLOBAL: Good to shift to contemporary issues of climate, land/water use, and sustainability.

Make the global frame explicit. In the introduction, ADD “globally,” as in “analyze the ways people use land and water globally today.”

2.32. GLOBAL: evaluate local and global methods of human-environment interactions/sustainability.

2.33. GLOBAL action project after considering sustainability in local and global context. Both these standards are excellent.

Grade 3 - DC History

Add an explicit global frame in the introductory text to maintain a consistent, explicit global thread through the K-12 standards. Suggest adding to the last sentence of the first paragraph, such as, “analyze the modern city, celebrating its vibrant and culturally diverse communities, representing countries from around the world.”

Driving Concept 1: Changing Geography of DC

3.4. GLOBAL: Excellent standard that examines local issues in a global context. It widens the frame, provides comparisons and can help to inform student understanding of local issues. You could even make this standard more specific and focus on the city’s relationship with its two rivers, which have so much social, cultural, economic, and environmental meaning. There have been past K-12 exchanges here in DC on this theme (as with the UK and Bangladesh).

3.7. Add: Global contents to this standard. It examines how populations in DC have changed over time, including where people moved, were integrated, segregated or displaced. Explicitly incorporate

immigrant communities who have moved to DC from elsewhere. Or make examination of immigrant communities and neighborhoods a separate standard.

Driving Concept 2: Shaping the History of DC

3.14. Good standard. Essential to expose and connect DC students to Piscataway and Pamunkey peoples in the present.

Driving Concept 3: Evolving History of DC

3.26. GLOBAL: But the wording needs to change for this standard.

Add: African community. A major oversight.

Also, reference should be to “communities” (plural, not singular). Should read “growth of Asian American, Latinx, African, and Caribbean communities in Washington, DC . . .”

3.27/3.28. Add: anti-war movements.

Driving Concept 4: Today's DC

3.37. GLOBAL: legacy of immigration. Add: Africans. Also examine the nature of the continuing connections (cultural, political, economic, family) between local immigrant communities and their home countries.

3.38. GLOBAL: cultural heritage of different groups

3.40. Suggest this standard needs to be rewritten. Unclear. Embassies are not a “cultural expression.” This looks like it could be two standards – one on cultural expressions that are unique to Washingtonians and a second on the impact of DC as the nation’s capital on the history, culture, and community life of the local city. If it stays as one standard, it really should be rewritten.

Grade 4 - American Foundations

There’s no explicit global framing or references in the introduction. Across this grade band, with the exception of indigenous communities, different population groups (Europeans, Africans) are introduced with very limited background on where they came from. One important way of applying a global lens in US history is to begin examination of our various immigrant groups before they arrive on American soil – what’s the nature of the societies they came from, why did they come, what kind of linkages were maintained with their home countries over time, what cultural elements have survived and transformed in the US context. Recommend adding an explicit global thread here and in the intro to each grade level.

Driving Concept 1-3: Early Societies in the Americas/Civilizations of the Americas/Europeans Enter the Americas

This course starts with global framing by looking at indigenous civilizations and impact of colonization across the Americas.

4.20. GLOBAL: This standard maintains the focus on the Americas broadly – a good thing. Columbian Exchange. “cultural and social shifts” – add: biological, technological, religious, etc.

Driving Concept 4: Life in the Colonies (1500s-1700s)

The standards now narrow to a US-only focus. Too bad.

Add: Applying the earlier frame through the rest of the course will illuminate the different ways that colonization and the interaction of indigenous, European, and African populations took shape across the Americas, including understanding of the African diaspora in the Americas, which is now largely missing from these standards in their totality.

4.23. Recommend adding “participating” in this standard to compare how different African societies “resisted, participated in, or responded to the slave trade.” The current language leaves out an important part of the history of the slave trade in Africa, and a sense of African agency.

4.22, 4.24, 4.25, 4.26, 4.34. Add: These standards introduce different population groups to the American colonies for the first time. There’s not much attention to their global backstories (ie, in Africa, Europe). Is this sufficient attention?

4.30. **Add: Change to “Analyze the experience and treatment of enslaved people in different parts of the Colonies, including in Northern and Southern colonies, and throughout the Americas.” Widen the lens to draw comparisons and connections within the Americas during this time period.

4.32. GLOBAL: Presumably the analysis of the language and historiography of the slave trade will include global sources.

4.33. GLOBAL: Good to have this West African background. Why not put this adjacent to 4.23 and 4.24?

4.34. Addresses African “cultural and technological contributions to American history and society.” A HUGE standard. Perhaps something more focused and interesting is to look at cultures and traditions Africans brought to the Americas and to examine the ways in which these survived and adapted in the American context, mingled with other cultures, and have come to be essential elements of American history, society, culture, and identity.

Driving concept: Creation of the New Nation

Apply an explicit global frame here. The American Revolution didn’t take place in a vacuum. The European and wider American context are needed to understand this history.

4.53. GLOBAL: Impact of US democracy on the rest of world.

Grade 5 - Foundations of Modern America

Introduction focuses on a few themes, so narrowly focused – imperialism + racism + WW2. Cultural, political, technological, intellectual, economic history is largely omitted.

It used to be that using the word “America” as a substitute for the US was politically incorrect. Is this no longer true?

**GLOBAL: Learn about US participation in WW2. Students learn about the “contributions of America to the global economy.” But no evidence of this in the standards. Why is this even here?

Add: explicitly call for examining global context and influences on the foundations of modern America - these domestic developments around race, civil rights, and manifest destiny.

5.2./5.3. Add: could include a global account of one significant event (as part of the comparison of multiple perspectives).

5.7. GLOBAL. Examine historical perspectives from nations victimized by US expansionism.

5.9. Add: the role of the Haitian Revolution in the Louisiana Purchase

5.12. GLOBAL: Consider perspective of Mexico in Mexican War and Texas independence movement.

5.15. GLOBAL. On lived experiences of immigrant communities. Add: why did they come to the US? need global context.

5.16. GLOBAL: Examines lived experiences of people who came to the West, Asians among them, including their “motivations for movement.” (presumably from their home countries).

Driving concept 3: enslavement/resistance.

Add: Look at enslavement/resistance globally. This is part of a global system, so should be examined that way (not just North/South). The African diaspora in the Americas should be included. Make this explicit in the introduction.

5.19. Add: global origins of racist ideology.

- 5.20/5.21. look at enslaved African resistance and practice of religion across the Americas.
- 5.24. Add: look at system of chattel slavery in the Americas for important context and comparisons.
- 5.25. Add: discuss experience of enslaved people across the diaspora.
- 5.26. Add: trace roots of music forms to enslaved people and to Africa; also Caribbean influences.

Driving Concept 4: Civil War

- 5.30. Add: abolition movement – add international context and connections.
- 5.31. Add (or should include): global economy affecting slave economy.
- 5.43. Add: as part of an international cultural movement.

Driving Concept 6: WW2

Global focus on fascism, US dropping bombs, role of minorities in war.

- 5.44/5.45. GLOBAL: on World War II causes and events.
- 5.46. Add: Japanese Americans as interpreters and translators in the Military Intelligence Service.
- 5.47. Add: Look at the larger question of transnational linkages in nation of immigrants; intergenerational perspectives.
- 5.48. Add: Compare to the experiences of colonial soldiers across the world demobilized after fighting in WW2.

Driving Concept 7: Long Civil Rights Movement

Add: This entire driving concept really needs a global lens, context, connections, influences. Our civil rights movement did not happen in isolation. It was influenced and inspired by other movements and leaders abroad – and in turn influenced and inspired others. Linkages between our civil rights movement and the global anticolonial movement are clear throughout the 20th century. This would make sense, especially after the study of WW2.

- 5.6. Add: Should be an issue of local, national, and (not “or”) global concern – to emphasize the connectedness of local and global needs and action.

Grade 7 - US History 1

The introductory text includes no language referencing a global perspective in this course. Applying an explicit ongoing thread should require that a global lens be applied. The writers should consider (as should teachers) what new knowledge or understandings can result from looking at the global context of this history. In this case, it might be to develop a deeper understanding of the “cultural development of the United States.” The interaction of populations and cultural traditions from three different continents (North America, Europe, Africa) is foundational to understanding the contours of our nation’s history. By applying a global lens, students will consider relevant information from the home countries of these voluntary and involuntary migrants in the cultural development of the United States, rather than primarily starting with arrival on American shores. A global lens will also provide a wider and necessary context for understanding political, intellectual, economic, and military history during this period. US history does not operate in a vacuum.

Driving Concept 1:

- 7.4. Is it possible to remove North America from the World Geography course, which is so packed with material, and is so repeatedly covered in other grades?
- 7.5./7.6/7.7. Each standard calls for examination of three indigenous societies. Is each standard calling for a separate decision as to which societies to cover, or would the same three be chosen (in which case, this could be combined into one standard).

7.9. Add: Evaluate colonists' ideas about "religion and conquest." This appears to be the only place that examines the European immigrant background (history, culture, social life, motivations). This is really inadequate treatment, especially relative to other immigrant groups.

7.13. Add: Technology (as part of Columbian Exchange)

Driving Concept 2: Colonization and Revolution

Add: A global lens in the introductory material is critical. This history is situated within a global colonial system (including other European countries) and global transatlantic trade in enslaved Africans. The global context for this content will inform student understanding of US history.

7.15. GLOBAL (I think): This standard does appear global, but it is not explicit. Concepts of whiteness and blackness, and race, should be analyzed globally. Is that what "Race in Cuba" is about, or is that a specific document? That confusing phrase shouldn't be included in the standard as written, but broadened to reference concepts of black and white in Latin American and the Caribbean, and globally.

7.16. GLOBAL: Motivations for founding of the European colonies in the Americas.

7.17. GLOBAL: Identify and analyze global trade routes and their impact on the formation of the European colonies – including North, Central, and South America and the Caribbean. Add "Asia."

7.18/7.19. GLOBAL: Reasons for Spanish colonization and different European groups that settled in the 13 Colonies. Still, the standards include extensive and repeated examination of the indigenous people's history and society before the founding of the United States. Similar treatment for Europeans and Africans is very much missing, and so these standards feel unbalanced.

7.20. Add: Information on Africa prior to enslavement. Please do not begin the Africa story with the slave trade. What kinds of societies did they come from – and perhaps how did they compare with the indigenous and European populations from that same time period?

7.21/7.24. Class distinctions need to be recognized (ie, non-property owners need to be included in groups denied full rights).

7.28. Add: Make clear this historical context is global – ie, European Enlightenment.

7.30. Add: Ensure global geopolitical/economic context is included here.

7.31. GLOBAL. US international relations.

7.32. GLOBAL. Impact of US Revolution on other countries. Be sure to include US response to the Haitian Revolution as part of this standard.

Driving Concept 4: Invasion and Control

7.48. Add: Role of the Haitian Revolution in the Louisiana Purchase.

Driving Concept 5. Emerging Social Movements

7.57. GLOBAL. Evaluate international context of abolitionist movement. Good.

7.58. GLOBAL: Asian immigration. Make sure to widen the lens to look more closely at societies where people came from and why they came to the US.

These standards are so narrowly focused in this period. Larger cultural, social, intellectual, political, scientific history seem fairly neglected in these standards. Child labor, temperance, prison reform, and other social movements.

Driving Concept 6: Civil War

7.65. GLOBAL. International support as war approaches.

Grade 8 - Action Civics

The introductory text includes the word “global” throughout. We read “Each subsequent concept allows students to investigate global, national, and local opportunities for informed civic action.” That sounds great, but we don’t see this approach reflected in the standards that follow. Except for the new separate driving concept focused on international action, this grade level’s global lens is applied mostly to study foreign governments and compare their structures, democratic traditions, and the role in society. There is no specific guidance on what types of governments to compare. What are we trying to accomplish here? The standards neglect the role of civil society, social entrepreneurship, and nongovernmental mechanisms for making change.

This course should embed global perspectives, and the potential and need for global civic action throughout. By applying a global lens in Action Civics, students will be able to see the ways that issues are interconnected domestically and globally, and often can only be fully understood as global phenomena. Also students can draw lessons and inspiration from global examples of civic action. By applying a global lens throughout this course, it also develops a mindset in our students that they do have a role to play, and valuable contributions to make on a global stage, that they face challenges similar to young people in other countries, and will in fact need to develop the cultural and linguistic competencies to work collaboratively to solve the world’s big programs. Segregating global action into one driving concept does not accomplish this.

Add: “global” to the last line of the first paragraph – “propose a plan for effecting change in their local, national, and global communities.”

Add: “global” to this sentence, as “Students learn how to synthesize and evaluate evidence from multiple sources, including international sources . . .” Digital literacy skills need to include recognizing different cultural and global perspectives.

Driving Concept 1: The Role of Government

8.1. GLOBAL: compares purpose of government and role of the people across three different countries or indigenous nations. This standard seems pretty random. Instead recommend having students examine explicitly identified forms of governments to compare - ie, parliamentary democracy, autocracy, monarchy, theocracy - examining purposes, roles of people, structures, and rights of the people (topics covered in 8.1, 8.9 and 8.23), making reference to particular world governments and comparisons to US government.

Driving Concept 2: How does Government Function

8.9. GLOBAL: Compare government structures. These should be the same as in standard 8.1. See comment above. This standard appears so disconnected from the rest of the standards.

Driving Concept 3: Rights of the People

8.23. GLOBAL: Compare at least three countries around the world (the same as above or different countries?) and analyze the rights of citizens in those countries, how the government ensures and protects these rights, and evaluate the extent to which the public (in each country?) has the ability to influence the decision-making of different countries globally (what does that mean? their own country?).

This standard is very unclear. Needs a good rewrite. These stand-alone comparative government standards would work much better if integrated into standards that discuss rights in the United States, perhaps using a particular issue, such as freedom of speech or freedom of religion.

8.24. GLOBAL: Universal Declaration of Human Rights. Good.

Driving Concept 4: Access to Power

Calls for “thinking critically about how power and the access to power have shaped public policy and societal experiences from a global, national, and local perspective . . .” The explanatory text is very broad and a bit confusing, particularly in terms of what global learning is identified here.

8.32. GLOBAL: Analyze how international organizations expand and limit people’s access to power around the world. Seems only indirectly related to the focus of this driving concept. These important organizations are being introduced for the first time, so basic information needs to be covered first. But is the standard calling for examination of power access within countries or between countries? Just a huge standard with little background knowledge to ground students. Part of the problem is that the term “global” often refers to multilateral, transnational connections and action. The standards preceding this driving focus have focused on examination and comparison of individual governments. So it’s hard to understand where this standard and driving concept are going.

8.40. GLOBAL: Identify a local, national, or international issue or problem connected to access to power . . . and construct a public policy proposal . . . Would be better to identify an issue that cuts across all three levels, to see how it manifests itself locally, nationally, and globally. Such as the environment. Then create the proposal.

Driving Concept 5: Protest and Resistance

GLOBAL: Incorporates global civic action here, which is a good thing. In the US “and other countries.” In all these driving concepts, it’s very important to clearly distinguish whether the learning objective is studying civic engagement and related issues comparatively in other countries – or globally/transnationally (where 8.32 would come into play, for example). US citizens can and do have a role to play in the latter instance. Both definitions are important to apply in this grade level as this course is constructed, but imprecise language makes this very muddled. Please clarify. For example, protest and resistance can take place within single countries regarding local, regional, or national issues – but also can take place globally or internationally (such as global action on climate change, land mines, human rights).

8.41. GLOBAL: Analyze global examples of citizen action to enact change. Good, but take note of the comment above to be more precise. This is a huge standard.

8.44. Analyze the role of media and technology in protest. Important standard. Must make global explicit. Very important in this context.

8.48. Analyze individuals or groups involved in historic or current protest movements. Look at local, national, and global.

8.49. Analyze role of civil disobedience and other tactics to create change. ADD violence vs nonviolence. Striking that these standards don’t include the role of violent protest and understanding of nonviolent protest as studied and practiced during the Civil Rights Movement, and in Gandhi’s anticolonial movement in India. This would be a good place.

8.50. GLOBAL: construct action proposal on a local, national, or international issue.

Driving Concept 6: Media, Society, Government, and Digital Literacy

This entire driving concept needs to incorporate a global perspective – an explicit global thread! This is essential for developing global competence in students. Media, technology, social media are key instruments for civic engagement globally – for investigating the world, for understanding and respecting different perspectives, and for making change.

Driving Concept 7: Global Opportunities for Action

GLOBAL: Focus on foreign policy and intervention in genocide.

It's nice to see a driving concept focus on international action, but this does not preclude the absolute necessity of applying a global frame throughout these standards on civic engagement.

As written this driving concept requires a lot of foundational knowledge that students simply don't have yet – such as the foreign policy apparatus of the US government (which I believe is only touched on in high school US government) as well as in other countries around the world. As well as foreign policy methods, understanding of genocide, and international law. This is so much!

More precise language, a narrower framing would be helpful. Also consider focusing on a topic that is more nuanced and less narrowly defined legalistically, demanding international action. A more nuanced focus (such as girls education in Afghanistan, Palestinian and Israeli conflict, homosexuality in some African countries) where students need to weigh issues of national sovereignty vs intervention, cultural imperialism or international human rights, respect for religious diversity would create an opportunity for deeper understanding of the complexities of global civic engagement. Genocide and the Holocaust couldn't be more important topics for students to understand, but in this case I think it is more limiting – and it is covered elsewhere in the standards.

8.61. GLOBAL: Analyze at least three other countries' conduct of foreign policy.

Unnecessary standard and too huge. Recommend removal.

[Consider replacing it with standard 8.32 on international organizations. It makes a lot more sense here.]

US History II - Reconstruction through the Present

No global content in the front text. To maintain the explicit global thread, be sure that global context is included in the statement that “each unit requires students to contextualize events and develop a deep understanding of historic periods . . .”

Driving Concept 1: Reconstruction

US2.5. Wording confusing?

US2.11. **GLOBAL: lives of Chinese immigrants or Chinese Americans.** Change “or” to “and.”

US2.13. Evaluates laws and policies of the Jim Crow era. Here's a place that could provide some international context – especially a quick look at what is happening elsewhere in the African diaspora – and any linkages between Black Americans and Black people abroad.

Driving Concept 2: Rise of Industrial and Progressive America

US2.16/US2.17/US2.18. These 3 standards examine the rise of immigration and growth of immigrant communities. As with standards on Europeans and Africans, we want to be sure our understanding of these immigrant groups does not begin on American shores. Be sure to explicitly widen the lens to understand the societies immigrants left behind, the reasons for their departure, and continuing transnational connections (family, cultural, political, economic) as these communities established roots in the US.

US2.22. Examination of the feminist movement. Standard says to “connect the debates to other reform movements of the time.” Should add “including feminist movements abroad.”

US2.23. Use context to evaluate different ideas and tactics for achieving racial equity and opportunity. Needs to explicitly include global context, as in national and anticolonial movements within the African diaspora and in Africa. Should include context, comparisons, as well as connections.

US2.24. Add global context, comparisons, and connections to this standard's evaluation of the political response to industrialization, progressivism, and the labor movement. This was a global phenomenon.

Driving Concept 3: Empire, Expansion and Consequences

US2.27/US2.28/US2.29. These standards focus on federal policies toward Native Americans and Indigenous community response. Adding global context here would enhance student understanding by checking in on what is happening in analogous contexts around the world – as in Latin America, Australia, South Africa, Canada.

US2.30/US2.32/US2.33/US2.34. GLOBAL: Standards on US imperialism. Good.

US2.31. Add Caribbean to list within parentheses – or add Haiti, where US intervention began in 1915.

US2.35. GLOBAL: World War 1. Only one standard on WW 1? Feels disproportionate to its importance.

US2.36. Impacts of World War 1 domestically. This standard needs to explicitly incorporate global context and connections to capture how transformative this period was. Marcus Garvey, for example, should be explicitly mentioned here or in a later driving concept.

Driving Concept 4: Prosperity to Depression

Global context needed here. Not included at all, but these post-war changes, intellectual ferment, and the Depression were global phenomena.

Driving Concept 5: Emerging as a World Power

GLOBAL: Most of the standards here focus on global content or influences.

US2.46. GLOBAL: includes examination of US role in the Holocaust. Add treatment of Jewish refugees to the US before, during, and after the war.

US2.46/US2.49. GLOBAL: On post-war period and universal human rights. Should reference specific content, such as the Marshall Plan, Warsaw Pact, United Nations, Nuremberg Trials, US occupation abroad (as in Japan and Germany) and other national security arrangements. United Nations deserves its own standard.

US2.47. GLOBAL: on Japanese American incarceration and military service.

Driving Concept 6: Ideological Global Conflict

GLOBAL: Most of the standards here focus on global content or influences. These standards focus on military/containment policies, but miss out on a big part of the Cold War – ideological, economic, political, cultural and public diplomacy battles for “hearts and minds,” including the propaganda wars, space race, Peace Corps, foreign aid, etc.

US.56. GLOBAL: Vietnam War

1. “Invasion on” Vietnam. This wording is incorrect.
2. Include examination of Vietnamese refugees and immigrants to the US (including the DC area).

Driving Concept 7: Movements for Justice and Equality

No global context or connections here, but there should be. The US didn’t operate in isolation – ie, connections to anti-colonial and nationalist movements, pan-African movement.

US2.59. Impact of discriminatory laws. Add Jewish.

US2.61. GLOBAL: Immigration Act of 1965. Important addition.

US2.66. Analyze tactics of civil rights organizations. Add global influences and connections.

US2.70. Use historical context to analyze reaction to movements for equality. Apply global context as well.

US2.73. Look at media coverage of key events in the movement for equality. Include important global perspective and influence by examining media coverage from abroad, particularly in reference to Black American movement for equality.

Driving Concept 8: Democracy and Power (1980s to present)

GLOBAL: Many of the standards here focus on global content or influences.

US2.75. GLOBAL: Evaluate legacy of American foreign policy after collapse of the Soviet Union. Add Europe and Africa to Latin America and the Middle East.

US2.77. AIDS crisis. Add global context, including discrimination against Haitians in the early days of the epidemic and global dimensions and inequitable impacts of the epidemic and US government response (including PEPFAR, launched by George W Bush).

US2.78. GLOBAL: Impact of 9-11. Move “Global War on Terror” from US2.79 to this standard.

US2.79. GLOBAL: US foreign policy. Include soft power, as in Peace Corps and international exchange; foreign aid; peacebuilding; nation building; and economic treaties such as NAFTA.

US2.80. GLOBAL: On War in Iraq. Add War in Afghanistan to this standard. Also a result of 9-11, with long-term impacts. Maybe move this standard directly behind US2.78.

US2.81. On social, labor, political and environmental activist movements in America. Add global context and connections.

US2.83. Impact of the internet and modern tech advancements on the American economy. This cannot be separated from the global context and globalization of the economy. The world is flat.

Government and Civics

We are looking for an explicit global thread throughout the K-12 standards. There is no global content in this introductory text. Suggest adding in first sentence – “. . . to enable students to participate effectively and strategically in local, national, and global civic life.”

Currently, this course is essentially devoid of any international or global content. The US Government has responsibility for “providing for the “common defence” and the conduct of foreign policy. There is no reference here to international law, international organization, trade, national security, or diplomacy. Civic engagement requires engaging on issues around our relationship with other countries and peoples around the world. At the same time, in our globally interconnected world, even domestic policy is tied to global events and considerations. This course needs global content.

Driving Concept 1: Foundations of American Democracy

GC.2. On foundational principles of democratic societies. Requires global as well as historical context. Edit needed: “principals” to “principles.”

Driving Concept 2: Rights and Responsibilities

GC.13. Mentions “human rights” history. Perhaps this could be a place to apply a global lens, and make comparisons between human rights (often applied in a global context) and civil rights.

GC.17. GLOBAL: On right to citizenship affecting immigrants. Good addition.

GC.18. Analyzes the evolution of a constitutional right and civil liberty over time. This might be another place to look at the understanding of such rights internationally – such as freedom of speech, the right to bears arms, freedom of religion.

Driving Concept 3: Citizenship in a Digital World

Despite “world” in the title of this driving concept, there is no reference to global content, context, or competencies. It is essential that students are prepared to access and evaluate global media sources, with a range of national and cultural perspectives, just as they examine local and national media. Media content from outside the United States can inform our understanding of contemporary issues. There are no borders in the digital world. Also, we need to recognize that with a diverse DC student body and

American population, including immigrant communities, people are daily interacting with global digital content. And in any civic engagement involving others around the globe, online platforms and social media are critical tools requiring global and cultural competencies. Language to this effect should be added to this text and standards that follow.

GC.28. GLOBAL: Use research from national and international sources to analyze impact of media and social media on democracy and development of a public policy proposal to strengthen democratic expression in American civil life. Why not extend to democratic expression abroad?

GC.29. Develop a plan to use technology and online platforms for civic engagement and to drive social change. A great standard for global application. Make this option explicit.

Driving Concept 4: Political Participation and Engagement

Add “internationally” as the last word in the introductory text.

GC.33. Compare historic or contemporary examples of group efforts to resist unjust economic conditions. Make the option of using global examples explicit.

GC.37. Analyze how young people are impacting change. Should include “globally.” Making this explicit helps, especially if this isn’t made clear in the introductory information to this driving concept.

GC.38. GLOBAL: Analyze a local, state, national, or international issue and develop a corresponding plan of action for making change. This sounds good, but without embedding global content, perspectives, and skills in the standards that precede this, there would appear to be inadequate preparation for addressing an international issue. So far there is nothing in the standards about civic engagement around US foreign policy or global issues. Nothing so far about the foreign policy apparatus of the US government. It seems this standard might better fit in the following driving concept.

Driving Concept 5: Public Policy

We need standards that more fully explore the executive branch of government, and the specific roles that the federal, state, and local governments play. The executive branch has a very significant role in making public policy. In terms of foreign policy, where have students had the chance to fully understand the role of the US State Department, embassies (in DC and abroad), the US Defense Department, CIA, national security, as well as role of civil society, World Bank, lobbyists, etc? These standards would benefit from more specificity, certainly in terms of the US government’s role in foreign policy and national security.

GC.39. Role of various levels and branches of government affecting public policy. This is where the executive branch can be presented, but there is a huge amount of new content needed here. Perhaps break this out into more than just this one standard.

GC.40. GLOBAL: disparity of impact of different groups of Americans on domestic and foreign policy.

GC.45. Develop a public policy issue. Add “global” to local, state, and national level options. These standards go back and forth between including global as an option and not. Global should be a default option.

DC History and Government

No global references in this introductory text. But it does include this sentence: “Throughout each driving concept, students consider the intersection between DC’s role as the nation’s capital and the development of a unique, local identity and culture.” This is one excellent way for students to understand DC as an international city – tied both to its role as a capital city (with embassies, cultural institutions, think tanks, international visitors, and a significant workforce engaged in globally connected careers) and a hometown city with local immigrant communities with their own social and cultural characteristics. Language to this effect will embed a global thread in this grade band.

Driving Concept 2: Early Development of the Nation's Capital (1790-1865)

DC.11. GLOBAL: understanding early residents, including immigrants. Be sure to apply a global lens, with reference to where immigrants came from and why.

DC.15. On growth of the early capital and impact of the Civil War. Very broad standard already, but would add social and economic to "city's physical and political life."

Driving Concept 3: Emergence of Modern DC (1865-1968)

DC.20/DC.12. GLOBAL: On the Asian American community in DC. Apply a global lens.

DC.25. LGBTQ rights. Suggest adding Frank Kameny.

DC.26. Analyze political activism and cultural achievements of Black and immigrant groups. Apply global lens. Also recommend including "others" (such as whites, which I think is the only group excluded here.) Windows and mirrors.

DC.27. GLOBAL: Evaluate global forces that spurred the growth of the Latinx community. Great standard.

Driving Concept 4: Self-Determination (1968-1998)

This content should be included as either separate standards, or explicitly referenced in one of the existing standards.

1. Applying a global lens, students should understand that DC is an outlier in terms of political rights and self-determination of capital cities around the world.
2. As one resistance strategy, activists for DC self-determination, over time, have made a series of appeals to international organizations on human rights grounds.

DC.32. No mention of the 1968 uprising? This was a pivotal moment in DC history and affected so much of what followed in the 1970s.

DC.33. GLOBAL: Reasons and impact of immigration from Central America, Asia, and Africa.

DC.36. GLOBAL: Added protests related to international issues. Good.

Driving Concept 5: Contemporary DC (1998-present)

DC.43. Standard on history and legacy of cultural institutions and monuments that are unique to DC.

This standard should be rewritten to be more precise, and look at those institutions and monuments that exist by virtue of DC being the nation's capital – and others that are homegrown.

Strongly suggest adding a standard that examines or evaluates the concept of DC as a "global city" – that calls on students to understand the global presence associated both with "official Washington" and local DC, to understand the relationship between the two, access by DC residents to the "official" global aspects of the city (applying a lens of power and privilege), and changes over time.