

ABA YLD 2009-2010 Public Service Project
They Had a Dream Too: Young Leaders of the Civil Rights Movement
National and State Education Standards RE: Civil Rights

National Standards for U.S. History,
National Center for History in the Schools,
UCLA

Era 9: Postwar United States (1945-1970s)
Standard 4: The struggle for racial and gender equality and for the extension of civil liberties.

State	Grade(s)	Standard
Alaska	K-12	AH.HI.1.13 Grade Level Expectation: Alaska as a Territory (1912-1959) - Individual, Citizenship, Governance, Power: The student demonstrates an understanding of the historical rights and responsibilities of Alaskans.
Alabama	3-7, 9-11	1.12. Objective: Economics/History/Political Science: Trace the events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides.
Arkansas	3-12	USC.5.AG. Standard / Student Learning Expectation: United States Constitution: Students shall analyze civil liberties and civil rights. R.5.AH. Standard / Student Learning Expectation: Reconstruction: Students shall evaluate the impact of social movements and reforms during Reconstruction. CUS.19.AH. Standard / Student Learning Expectation: Contemporary United States: Students shall examine the changes encountered between the Cold War and the present.
Arizona	K-12	SSHS-S1C7. Concept / Standard: Emergence of the Modern United States 1875 – 1929: Economic, social, and cultural changes transformed the U.S. into a world power. SSHS-S1C9. Concept / Standard: Postwar United States 1945 - 1970s: Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy. SSHS-S3C4. Concept / Standard: Rights, Responsibilities, and Roles of Citizenship: The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
California	8-12	CA.12.5. Content Standard: Principles of American Democracy: Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. Standards also require teaching of Brown v. Board of Education, Plessy v. Ferguson, Regents of the University of California v. Bakke, and Adarand Constructors, Inc. v. Pena.

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Colorado	5-12	1.4. Strand / Benchmark: Students know the distinctive characteristics of the political culture of the United States. 1.5. Strand / Benchmark: Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic.
Connecticut	5-8	CT.1. Domain / Content Standard: Civics and Government: United States Constitution and Government: Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions. CT.2. Domain / Content Standard: Civics and Government: Rights and Responsibilities of Citizens: Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
District of Columbia	3, 5, 8-12	12.4. Standard / Essential Skill: Branches of Government: Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. 12.10. Standard / Essential Skill: Rights and Responsibilities of Citizens: Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the U.S. Constitution.
Delaware	2, 3, 6-8	DE.8.C3. Content Standard: Civics: Students will understand the responsibilities, rights, and privileges of United States citizens.
Florida	3-12	FL.SS.A.5. Standard / Body Of Knowledge: Time, Continuity, and Change [History]: The student understands United States history from 1880 to the present day.
Georgia	2, 3, 5, 7-12	SSCG6. Standard: The student will demonstrate knowledge of civil liberties and civil rights. SSUSH21. Standard: The student will explain economic growth and its impact on the United States, 1945-1970. SSUSH22. Standard: The student will identify dimensions of the Civil Rights Movement, 1945-1970. SSUSH23. Standard: The student will describe and assess the impact of political developments between 1945 and 1970. SSUSH25. Standard: The student will describe changes in national politics since 1968.

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Hawaii	8-10	HI.SS.10.3 Content Standard / Course: History: Understand important historical events during the 20th century
Idaho	6-12	ID.4. Standard: American Government: Civics and Government: Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
Illinois	3-5, 9, 10	14.F. State Goal / Learning Standard: Understand the development of United States political ideas and traditions.
Indiana	4, 6-12	USG.5. Proficiency Statement: Roles of Citizens in the United States: Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States. USH.6. Proficiency Statement: Postwar United States: 1945 to 1960: Students will examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960. USH.7. Proficiency Statement: The United States in Troubled Times 1960 to 1980: Students will examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.
Kentucky	6-12	KS.1. Standard: Civics-Government: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy. KS.5. Standard: History (United States): The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.
Kansas	8-12	SS-H-HP-S- Ae / Skills & Concepts / Organizer: Program of Studies: Skills and Concepts - Students will research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts) SS-HS-5.2. Ae / Skills & Concepts / Organizer: The History of the United States Standards also require teaching of Brown v. Board of Education, Dred Scott v. Sanford, and Plessy v. Ferguson.

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Louisiana	4-12	GLE-H-H-48 Benchmark / Gle: Grade Level Expectation: U.S. History: United States History: Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15) GLE-H-H-10 Benchmark / Gle: Grade Level Expectation: World History: World History: Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15)
Massachusetts	5, 8-12	MA.5. Domain / General Standard: U.S. History II: Reconstruction to the Present, 1877-2001: Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life.
Maryland	4, 8-12	MD.1.0. Strand / Topic / Standard: American Government (VSC) Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. MD.5.0. Strand / Topic / Standard: U.S. History (VSC) History: Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States. Standards also require teaching of Brown v. Board of Education, and Plessy v. Ferguson.
Maine	3-12	ME.B. Content Standard: Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.
Michigan	8-12	MI.8. Strand / Standard Category: U.S. History and Geography - U.S. MI.C2. Strand / Standard Category: Civics - Origins and Foundations of Government of the United States of America: History and Geography (USHG) Era 8: Post-World War II United States (1945-1989) MI.9. Strand / Standard Category: U.S. History and Geography - U.S. History and Geography (USHG) Era 9: America in a New Global Age

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Minnesota	4-12	<p>MN.I.N3. Content Standard: United States History: Post-War United States, 1945-1972: The student will understand the key domestic political issues and debates in the postwar era to 1972.</p> <p>MN.I.N4. Content Standard: United States History: Post-War United States, 1945-1972: The student will understand the changes in legal definitions of individual rights in the 1960 and 1970s and the social movements that prompted them.</p>
Missouri	4, 5, 8-12	<p>MO.GOV.GS. Strand: Big Idea / Standard: Government (EOC): Principles and Process of Governance Systems: Knowledge of principles and processes of governance systems</p> <p>MO.US.H.GS. Strand: Big Idea / Standard: U.S. History: Principles and Process of Governance Systems: Knowledge of principles and processes of governance systems</p> <p>MH.3a.I. Concept: Gle / Benchmark: Political development in the United States</p> <p>Standards also require teaching of <i>Brown v. Board of Education</i>, and <i>Plessy v. Ferguson</i>,</p>
Mississippi	5-12	<p>MS.1. Competency: Mississippi Studies: Explain how geography, economics, history, and politics have influenced the development of Mississippi. (C, H, G, E)</p> <p>MS.1. Competency: United States History: 1877 to the Present: Explain how politics have influenced the domestic development and international relationships of the United States since 1877. (C, H)</p> <p>MS.5. Competency: United States History: 1877 to the Present: Analyze the civic contributions and responsibilities of Americans to the ongoing democratic process. (C, H)</p> <p>MS.5. Competency: United States History: 1877 to the Present: Analyze the civic contributions and responsibilities of Americans to the ongoing democratic process. (C, H)</p> <p>MS.2. Competency: Problems in American Democracy: Describe the importance of balancing the rights, roles, and status of individual Americans with those of the society at large. (C, H)</p> <p>MS.5. Competency: Humanities II: Explain how civic responsibilities have been important to citizens for the development of their contemporary societies. (C, H, E)</p>

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North Carolina	5, 8, 10-12	<p>NC.7. Course / Competency Goal: African American Studies: The learner will assess the plight of African Americans during the Great Depression and World War II.</p> <p>NC.8. Course / Competency Goal: African American Studies: The learner will analyze the successes and failures of the Civil Rights Movement in the United States.</p> <p>NC.9. Course / Competency Goal: African American Studies: The learner will acquire an understanding of the issues confronting contemporary African Americans in the continuing struggle for equality.</p>
North Dakota	8-12	ND.2. Content Standard: Important Historical Events: Students understand important historical events.
Nebraska	5-12	NE.12.1. Content Standard: United States History
New Hampshire	7-12	NH.3. Strand / Standard: Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
New Jersey	5-12	NJ.6.2. Standard: Civics: All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
New Mexico	5-12	NM.1. Strand / Content Standard: History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
Nevada	4-12	NV.9.0. Content Standard: History: The Twentieth Century, a Changing World: 1945 to 1990: Students understand the shift of international relationships and power as well as the significant developments in American culture.
New York	K-5, 8-12	<p>NY.1. Strand / Standard: History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Standards also require teaching of <i>Brown v. Board of Education</i>, <i>Dred Scott v. Sanford</i>, the “Civil Rights” cases of 1883, <i>Heart of Atlanta Motel v. United States</i>, <i>Korematsu v. US</i>, and <i>Plessy v. Ferguson</i>.</p>

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Ohio	6-8, 10-12	<p>OH.1. Academic Content Standard: History: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.</p> <p>OH.5. Academic Content Standard: Government: Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.</p> <p>Standards also require teaching of <i>Brown v. Board of Education</i>, <i>Plessy v. Ferguson</i>, and <i>Regents of the University of California v. Bakke</i>.</p>
Oklahoma	8-12	<p>OK.10. Content Standard / Course: United States History (1850 to the Present): The student will analyze the economic, social, and political transformation of the United States since World War II.</p> <p>Standards also require teaching of <i>Brown v. Board of Education</i>, and <i>Plessy v. Ferguson</i>.</p>
Oregon	6-12	<p>OR.1. Standard: Civics and Government: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.</p> <p>Standards also require teaching of <i>Brown v. Board of Education</i>, and <i>Plessy v. Ferguson</i>.</p>
Pennsylvania	4-12	5.1.12.L. Standard Statement: Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life. (Civil rights, Commerce, Judicial review, Federal supremacy)
Rhode Island	5-12	RI.9. Domain / Statement Of Enduring Knowledge: United States History: Era 9: Postwar United States (1945 to early 1970s).
South Carolina	3-5, 8-12	SC.USHC-9. Standard / Course: United States History and the Constitution: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.
South Dakota	4-5, 8-12	SD.9-12.US Goal / Strand: Core High School U.S. History: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

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Tennessee	5, 8-12	<p>TN.4.0. Content Standard: United States History: Era 10: The Contemporary United States 1968-present: Governance and Civics: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <p>TN.1.0. Content Standard: United States History: Era 9: Post World War II Era (1945-1970s): Culture: Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.</p>
Texas	5, 8-12	TX.113.37 Teks: Sociology (Elective Course): History: The student understands basic sociological principles related to change within a group and across groups.
Utah	5, 8-12	<p>UT.2. Standard: U.S. Government and Citizenship: Students will understand the protections and privileges of individuals and groups in the United States.</p> <p>UT.3. Standard: U.S. History II: Students will recognize how social reform occurred at the turn of the century.</p> <p>UT.9. Standard: U.S. History II: The students will understand the emergence and development of the human rights and culture in the modern era.</p> <p>Standards also require teaching of <i>Brown v. Board of Education</i> and <i>Dred Scott v. Sanford</i>.</p>
Virginia	4-12	GOVT.11 Standard / Strand: The student will demonstrate knowledge of civil liberties and civil rights
Washington	8	WA.1. Ealr / Domain: CIVICS - The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.
West Virginia	3, 5-12	<p>WV.SS.S.12 Content Standard / Course: Civics for the 21st Century: Citizenship: Students will recognize and evaluate civic dispositions or traits that are important to the preservation and improvement of American democracy (e.g. individual responsibility, civility, patriotism, respect for the rights of others and for the law, honesty, open mindedness, critical mindedness, compromise). (Social Responsibility and Respect)</p> <p>Characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). Develop civic judgments on past and current issues, support positions, and evaluate the validity of opposing viewpoints. (Critical Thinking) Demonstrate participatory skills characteristic of involved citizens; research and analyze public policy, monitor arguments and developments; and devise methods to influence public policy decisions. (Participatory and Collaborative Skills)</p>
Wyoming	9-12	WY.1. Content Standard: Citizenship/Government/Democracy: Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.