

9/11 and the War on Terror in Curriculum and States Standards Documents Data Set

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1.0 Memo on 2017 Analysis of Standards and Comparison to 2011 Analysis

The following tables present data related to our analysis of State High School Social Studies Academic Standards that have been updated since our last analysis in 2011¹. 28 states have updated their standards since 2011. Many of these have updated their standards as a result of the adoption of the Common Core standards.

Our analysis from the original 2011 analysis of state standards still largely holds consistent in terms of an emphasis on international versus domestic terrorism and many of the other themes (see the 2011 Fact Sheet for those themes). There is a slightly greater emphasis on controversial aspects in some of the newer standards, including a focus on civil liberties and other issues related to the Patriot Act. This was a trend that we had identified in our analysis of other curriculum materials such as textbooks in later additions and reflects the normalization of viewing these events as controversial once an amount of time has passed.

There is also an overall increase in the number of states that explicitly include the September 11, 2001 attacks in their standards (up 5 to 26 from 21). Two states that had not updated their standards in our 2011 analysis that now have updated their documents are California and New York. Similarly, there was a notable increase in the inclusion of the term “war on terror” in standards (up 5 to 12 from 7). The following tables present a general summary of the inclusion of 9/11 and terms related to the war on terror and terrorism and a state by state inclusion of specific terms, respectively. These tables are followed by the data set of specific inclusion of these terms in the high school standards documents.

Inclusion of 9/11 and Terrorism	Number of States	% of States	% change from 2011
States who have updated some portion of their standards documents since 2001	51	100%	+4%
States that do not mention the 9/11 attacks or any key content related to terrorism	16	31%	+2%
States that include some aspect of terrorism or the war on terror (but not 9/11 specifically)	9	18%	-1%
States that include the 9/11 attacks specifically as part of a standard, sub-standard or as an example	26	51%	+8%

*Including all 50 states plus the District of Columbia

** Many of these states have broad thematic

Funding for this updated data set of our 2011 analysis of the state standards documents was graciously provided by the *September 11th Education Trust*.

¹ See the reference section at the end of this file for information on how to locate the 2011 standards analysis fact sheet.
 Stoddard, Hess & Henne (2017)

2.0 Summary of Relevant Concepts Included in State Standards, 2017

	September 11th (direct reference)	War on Terror	Terrorism	Patriot Act	Iraq/Gulf Wars	Afghanistan/Operation Enduring Freedom	bin Laden	Guantanamo	President George W. Bush	Homeland Security	Al Qaeda	Attack on Pearl Harbor	Common Core	C3 Framework	State Assessment
Alabama	X	X	X		X							X	X		X
Alaska															X
Arizona	X		X			X									X
Arkansas			X											X	X
California	X		X		X	X			X		X	X	X		
Colorado															X
Connecticut*	X		X		X	X								X	
Delaware													X		X
D.C.	X		X		X	X			X	X		X			
Florida	X		X	X	X	X									X
Georgia	X	X	X						X			X			X
Hawaii	X		X	X	X	X			X			X	X		
Idaho															
Illinois															
Indiana	X	X	X						X			X			X
Iowa													X		X
Kansas**	X	X	X		X	X			X			X		X	X
Kentucky															X
Louisiana			X												X
Maine													X		X
Maryland			X									X	X		
Massachusetts	X		X									X	X		X
Michigan	X		X	X	X	X				X	X			X	X
Minnesota		X													X
Mississippi															X
Missouri															X
Montana													X		
Nebraska	X		X												X

	September 11th (direct reference to the attacks)	War on Terror	Terrorism	Patriot Act	Iraq	Afghanistan	bin Laden	Guantanamo	Bush	Homeland Security	Al Qaeda	Pearl Harbor	Common Core	C3 Framework	State Assessment
Nevada	X	X		X	X								X		
New Hampshire													X		X
New Jersey			X												X
New Mexico												X	X		X
New York	X	X	X	X	X	X						X	X		X
North Carolina	X		X	X	X					X	X				X
North Dakota			X		X								X		
Ohio	X		X												X
Oklahoma	X	X	X	X	X	X			X	X		X			X
Oregon													X		X
Pennsylvania		X	X										X		X
Rhode Island			X							X	X		X		X
South Carolina	X		X									X			X
South Dakota	X		X												X
Tennessee	X		X	X	X	X			X			X			X
Texas	X	X	X	X							X	X			X
Utah			X									X	X		X
Vermont	X		X	X	X			X					X		X
Virginia	X		X									X			X
Washington	X	X		X	X								X		
West Virginia	X	X	X	X	X	X	X								X
Wisconsin													X		X
Wyoming													X		X
TOTAL	26	12	32	12	17	11	1	1	8	5	5	18			

*These terms are mentioned in the content section of the Social Studies framework.

**These are included in a planning guide for teachers, not the standards themselves.

3. Detailed Information with Standards Language by State

The chart below includes detailed information about the content of state social studies standards in the United States. We analyzed the most recent version of the standards to assess whether and how the standards include content related to 9/11 and/or terrorism. Methodology used to collect and organize this data is explained at the end of this document.

State: ALABAMA (2010)	Link for Standards World History: http://alex.state.al.us/standardAll.php?ccode=WH4&subject=T1&summary=3 US History: http://alex.state.al.us/standardAll.php?ccode=UH4&subject=T1&summary=3 US Govt: http://alex.state.al.us/standardAll.php?ccode=USG&subject=T1&summary=3	
Grade/Course	Standard #	Text/Language
9/ World History: 1500-Present	16	Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries. <ul style="list-style-type: none"> Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict.
11/ US History: 1877-Present	16	<ul style="list-style-type: none"> Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present. Examples: Nixon's policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William "Bill" Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration
12/ US Government	15	<ul style="list-style-type: none"> Explain the role and consequences of domestic and foreign policy decisions, including scientific and technological advancements and humanitarian, cultural, economic, and political changes. <p>Examples: isolationism versus internationalism, policy of containment, policy of détente, multilateralism, war on terrorism</p> <ul style="list-style-type: none"> Evaluating financial, political, and social costs of national security

State: ALASKA (2012)	Link for Standards: https://education.alaska.gov/akstandards/standards/ https://education.alaska.gov/akstandards/ela/akstandards_literacy_080212.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or related content. These standards are broad, focused on big ideas and processes, such as the role of the United States in international affairs instead of detailed content. The specific details that are included focus primarily on content about Alaska in the Alaskan history performance standards.		
State: ARIZONA (2006)	Link for Standards https://cms.azed.gov/home/GetDocumentFile?id=550c589eaadebe15d072aa0a	
Grade/Course	Standard #	Text/Language
High School / American History (Strand, not Course) *includes some information for 8 th grade	Concept 10: Contemporary US	Current events and issues continue to shape our nation and our involvement in the global community. <ul style="list-style-type: none"> Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.
High School / World History (Strand, not Course)	Concept 9: Contemporary World	The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community. <ul style="list-style-type: none"> Explain the roots of terrorism: <ul style="list-style-type: none"> a. background and motives; b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir); c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan); d. economic and political inequities and cultural insensitivities.
High School/ Civics / Government (Strand, not Course)	Concept 5: Government Systems of the World	Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions. <ul style="list-style-type: none"> PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.

State: ARKANSAS (2014)	Link for Standards World History: http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Social_Studies/World_History_Since_1450.pdf US History: http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Social_Studies/United_States_History_Since_1890.pdf US Govt: http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Social_Studies/United_States_Government.pdf	
Grade/Course	Standard #	Text/Language
World History	Era9.4.WH.3	Analyze short- and long-term causes and effects of the following on humanity <ul style="list-style-type: none"> • disease • famine • genocide • loss of natural resources • terrorism
US History	Era10.7.USH.4	Examine reasons for and consequences of United States involvement in foreign conflicts from 1968 to the present using a variety of sources from multiple perspectives
	Era10.7.USH.5	Construct explanations of change and continuity in foreign policy since the emergence of modern America
US Government (These standards are broad but relate to issues surrounding the Patriot Act and other Post-9/11 policies and debates)	IACP.7.USG.2	Explain ways the U.S. Constitution and U.S. Supreme Court decisions have and have not protected civil liberties from governmental intrusion
	IACP.7.USG.4	Analyze various federal laws, policies, and rulings concerning civil rights of individuals and groups
	IACP.8.USG.3	Analyze local and national issues addressing fundamental rights of individuals (e.g., civil liberties, due process, equal protection)

State: CALIFORNIA (2016)	Link for Standards: http://www.cde.ca.gov/ci/hs/cf/sbedrafthssfw.asp	
Grade/Course	Standard #	Text/Language
9 / Elective Courses in History/Social Science		<p>Modern California (Twentieth and Twenty-First Centuries)</p> <ul style="list-style-type: none"> • In what directions is California growing in the 21st century? <p>“While all but one provision of Proposition 187 was blocked by federal courts, throughout the 1990s and even more so after the September 11, 2001 terrorist attacks, Congress provided for increased border enforcement.”</p>
10 / World History		<p>Economic Integration and Contemporary Revolutions in Information, Technology and Communications</p> <ul style="list-style-type: none"> • How has the post-Cold War world and globalization facilitated extremist and terrorist organizations? <p>The above question is elaborated on further in the framework guide in which it explicitly mentions 9/11. An example:</p> <p>“That era seemed to end on September 11, 2001, when nineteen Islamic extremists sponsored by Al Qaeda in an effort to make a political statement, crashed civilian airliners into the World Trade Center in New York and the Pentagon building in Washington D.C., murdering almost 3,000 civilians. Since 9/11, the hopes for a more peaceful world that the end of the Cold War spawned have been displaced by a resurgence of international conflict, especially in the Middle East and Central Asia.”</p>

<p>11 / US History</p>		<p>Contemporary American Society</p> <ul style="list-style-type: none"> • How has the presidency changed and stayed the same? “Are the president and his staff above the law? Students may see how this issue ties into twenty-first century American politics by examining the debates about presidential power and individual liberties that followed the terrorist attacks on September 11, 2001.” <p>“The modern conservative movement that started well before Reagan’s election in 1980 and extended beyond the presidency of George W. Bush in the 2000s echoed populist notes from the prior century with its criticism of ‘establishment elites’ and support of a smaller government that would advocate for social programs that promoted what they termed ‘traditional family values.’”</p> <ul style="list-style-type: none"> • What does globalization mean and how has it impacted the United States? “A continuation of this thematic, topical, and geographic explanation of recent history includes technology and terrorism.” <p>“While all but one provision of Proposition 187 was blocked by federal courts, throughout the 1990s and even more so after the September 11, 2001 terrorist attacks, Congress provided for increased border enforcement.”</p>
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<p>12 / Principles of American Democracy</p>	<p>Federalism: Different Levels of Government</p> <ul style="list-style-type: none"> • Why are powers divided between different levels of government? <p>“At the federal level, examples might include regulation of interstate commerce and international trade, national defense, foreign policy, and anti-terrorism, especially with the expansion of presidential and vice-presidential powers after the 9/11 attacks.”</p> <p>“Students can come to understand the scope of presidential power and decision making through the use of case studies such as the Cuban Missile Crisis, the Bosnian intervention, the formulation and passage of the Great Society legislative program, the War Powers Act, and congressional authorizations of force in the Gulf War and the Wars in Iraq and Afghanistan.”</p> <p>Comparative Governments and the Challenges of Democracy</p> <ul style="list-style-type: none"> • How do individual countries combat terrorist organizations that don’t recognize international norms or boundaries? How can individual citizens or non-governmental organizations improve civil society? How can multi-national alliances work together to combat climate change? <p>“Further analysis into the characteristics of non-democratic systems could highlight the dangers of concentrating power within a small group of elites, widespread governmental corruption, a lack of due process, and demagoguery, traits that can be seen in both official nation-states (such as Syria under Assad) or in non-governmental terrorist groups (such as the self-proclaimed Islamic State).”</p>	
<p>State: COLORADO (2009)</p>	<p>Link for Standards: Civics: https://www.cde.state.co.us/standardsandinstruction/standards-socialstudies-highschool-pdf</p>	
<p>Grade/Course</p>	<p>Standard #</p>	<p>Text/Language</p>
<p>No reference to the September 11th attacks or related content. These standards consist of a small number of broad and largely process oriented standards. Where specific content is included, it is about a specific historical era (e.g., The Great Depression) or specific concepts (e.g., imperialism). There are some content-specific details listed in standards “Evidence Outcomes,” which are sample performance measures, but these are limited in number and scope.</p>		

State: CONNECTICUT (2015)	Link for Standards: Social Studies: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320898 http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf	
Grade/Course	Standard #	Text/Language
High School / Modern World History	CIV 9–12.2 CIV 9–12.3	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. Supporting Questions: <ul style="list-style-type: none"> • To what extent is it possible for governments to protect the political and human rights of opposing groups (e.g., Israelis and Palestinians or Kurds, Sunnis and Shi’ites in postwar Iraq)? • How can multireligious and multiethnic nations effectively balance the interests of their people (e.g., South Africa, Iraq, Sudan)?
High School / Modern World History		Themes and Content <ul style="list-style-type: none"> • Global Terrorism (conflict created when one region of the world seen to be the source) <ul style="list-style-type: none"> • Global Terrorism - Analyze the causes and effects of global terrorism. - Evaluate the international response to terrorism.
High School / United States History		Contemporary Global Issues and Challenges (1970s–Present) <ul style="list-style-type: none"> • Analyze the causes and effects of global terrorism in the post-9/11 world. • Evaluate America’s response to terrorism. • Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq). • Evaluate the effects of globalization on national sovereignty
		Standards are broad and do not explicitly mention terrorism, 9/11 or related content. The “Content” section of the framework guide for high school US History does explicitly mention terrorism, 9/11, Afghanistan and Iraq, but the standards themselves do not.

State: DELAWARE (1995, Clarifications approved 2010) No date provided	Link for Standards: https://www.doe.k12.de.us/Page/2548	
Grade/Course	Standard #	Text/Language
<p>No reference to the September 11th attacks or other key content. The 2010 clarifications were intended to “inform teachers on the meaning of the standards and suggest ideas for how teachers might help students to uncover the meaning of the standards -- without providing a list of content to cover.” We included this as a state with updated standards documents, but recognize that a major revision of the content was not done, and that the standards and clarifications generally include few specific content details. The standards and even the clarifications focus on broad themes and process (e.g. historical inquiry skills) and include few specific content details. Standards are broad and include few specific content details. The website provides teachers with recommended units and lesson plans that are aligned with the state standards.</p>		
State: DISTRICT OF COLUMBIA (2011)	Link for Standards: World History: http://teachinghistory.org/national/dist-columbia/20982 History: http://teachinghistory.org/national/dist-columbia/20983 Government: http://teachinghistory.org/national/dist-columbia/20984 PDF: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCP S-horiz-soc_studies.pdf	
Grade/Course	Standard #	Text/Language
10 / World History & Geography II	10.15	Era VII - The Cold War to the Present: Students analyze the major developments in the Middle East since World War II. <ul style="list-style-type: none"> • 10.15.8. Student Expectation / Essential Skill: Explain the increase in terrorist attacks against Israel, Europe, and the U.S. • 10.15.9. Student Expectation / Essential Skill: Describe America's response to and the wider international consequences of the September 11, 2001, terrorist attack, including the U.S. invasion of Afghanistan and Iraq.
11/ U.S. History & Geography II	11.14	Contemporary America: Students analyze the important foreign policies of and events that took place during the administration of Presidents Reagan, Bush, Sr., Clinton, and Bush. <ul style="list-style-type: none"> • 11.14.19 Describe America's response to the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq.

12/ Government	12.22	Addressing Opportunities and Problems Under Home Rule Students analyze issues critical to the future of the city. <ul style="list-style-type: none"> 12-DC.22.3 Student Expectation / Essential Skill: Describe how such regional issues as transportation, water and air quality, and homeland security affect the city.
State: FLORIDA (2014)	Link for Standards: Error! Hyperlink reference not valid. http://www.cpalms.org/Public/search/Standard#0	
Grade/Course	Standard #	Text/Language
High School / American History	SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people. <ul style="list-style-type: none"> Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life. <ul style="list-style-type: none"> Examples are Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.
High School / Civics	Standard 4 SS.912.C.4	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy. <ul style="list-style-type: none"> SS.912.C.4.2 Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society
High School / World History	Standard 8 SS.912.W.8	Recognize significant events and people from the post World War II and Cold War eras. <ul style="list-style-type: none"> SS.912.W.8.10 Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
High School / World History	Standard 9 SS.912.W.9	Identify major economic, political, social, and technological trends beginning in the 20 th century. <ul style="list-style-type: none"> SS.912.W.9.7 Describe the impact of and global response to international terrorism

State: GEORGIA (2016)	Link for Standards: American Govt/ Civics: https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-American-Government-Civics-Georgia-Standards.pdf U.S. History: https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-United-States-History-Georgia-Standards.pdf World History: _ https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Georgia-Standards.pdf	
Grade/Course	Standard #	Text/Language
High School / U.S. History	SSUSH23	Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations. a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.
High School / World History	SSWH21	The student will examine change and continuity in the world since the 1960s. <ul style="list-style-type: none"> • Analyze terrorism as a form of warfare in the 20th century;
State: HAWAII (Under Review, 2017)	Link for Standards: http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx (under review 2017): http://www.hawaiipublicschools.org/DOE%20Forms/Social%20Studies/SocStudiesStandards.pdf	
Grade/Course	Standard #	Text/Language
European Studies / Social Studies	Standard 3 Benchmark SS.ES.3.2	Standard 3: Understand European political relations with non-European countries. <ul style="list-style-type: none"> • Topic: Terrorism, Security, and Freedom • Benchmark SS.ES.3.2: Compare how European countries have dealt with terrorism • Sample Performance Assessment (SPA) • The student: Compares anti-terrorist surveillance in European nations (e.g., United Kingdom, Spain, Germany).

Government / Social Studies	Standard 2 Benchmark SS.PSG2.3	Standard 2: Understand the role of United States policies in international relations. <ul style="list-style-type: none"> • Topic: Foreign Policy • Benchmark SS.PSG2.3: Examine critical foreign policy issues and critique a recent administration's success in dealing with them • Sample Performance Assessment (SPA): • The student: Evaluates the Bush administration's foreign policy in Iraq and Afghanistan.
American Problems / Social Studies	Standard 2 Benchmark SS.AP.2.1	Standard 2: Understand problems of terrorism, war, and security <ul style="list-style-type: none"> • Topic: Democracy and Terrorism • Benchmark SS.AP.2.1 Describe the controversy over national security vs. civil liberties with regard to terrorism • Sample Performance Assessment (SPA): • The student: Provides examples of the effects of the Patriot Act on national security and civil liberties.
10 / Social Studies	Standard 2 Benchmark SS.10.2.1	Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms <ul style="list-style-type: none"> • Topic: Historical Empathy • Benchmark SS.10.2.1 Use knowledge of historical periods to assess contemporary issues and decisions • Sample Performance Assessment (SPA): • The student: Compares the internal security measures adopted by the United States government after 9/11 with the measures taken after the attack on Pearl Harbor
State: IDAHO (2016)	Link for Standards: https://www.sde.idaho.gov/academic/social-studies/ https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards are organized around broad themes, such as global perspectives and the foundational principles of the American political system. A small number of content examples are given in sub-standards. The only standard close to mentioning anything related to terrorism or 9/11 is sub-standard 9-12.US2.5.1.3 which says "Explain the significance of principal events in the United States' relations with the world, such as ... interventions in the Middle East" but explicitly focuses on the 20 th Century.		

State: ILLINOIS Adopted 2016, fully implemented 2017	Link for Standards: https://www.isbe.net/Documents/SS-Standards-9-12.pdf	
Grade/Course	Standard #	Text/Language
No reference made in standards to terrorism, 9/11 or related events. Standards are broad and have more to do with demonstrating certain skills rather than specific content knowledge.		
State: INDIANA (2014)	Link for Standards: http://www.doe.in.gov/standards/social-studies World History: http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-wrldhistciv-20150317.pdf US History: http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-ushistory-20150317.pdf US Govt: http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-usgovt-20150317.pdf	
Grade/Course	Standard #	Text/Language
World History	Standard 6	Students analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes which have influenced our modern world.
	WH.6.10	Describe and analyze the global expansion of democracy and globalization in the late 20th century.
	WH.6.11	Investigate current global issues such as terrorism, genocide, and environmental issues.

US History	Standard 5	Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.
	USH.5.3	Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.
	Standard 8	Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.
	USH.8.6	Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.
	USH.8.8	Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.
	USH.8.9	Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)
State: IOWA (2017)	Link for Standards: https://iowacore.gov/iowa-core/subject/social-studies https://iowacore.gov/sites/default/files/k-12_socialstudies.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards reflect broad themes with some conceptual level information to guide teachers. There are few specific events, dates, or content-related details.		

State: KANSAS* (2013)	Link for Standards: http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies US History: http://www.ksde.org/LinkClick.aspx?fileticket=12PQrLsG_Xg%3d&tabid=472&portalid=0&mid=1587 US Government: http://www.ksde.org/LinkClick.aspx?fileticket=JDadRGpjfZ0%3d&tabid=472&portalid=0&mid=1587 World History: http://www.ksde.org/LinkClick.aspx?fileticket=0z8C6ecCgHI%3d&tabid=472&portalid=0&mid=1587	
Grade/Course	Standard #	Text/Language
<p>*Standards are broad and include no reference to 9/11 or related events, or any content. There are only five standards listed and they are all incredibly broad (e.g. Standard 4: Societies experience change and continuity over time.) The content that is included in the PDFs listed above mentions 9/11, terrorism and related matters, but is meant to serve educators as planning guides, not as state standards.</p>		
World History Planning Guide		No reference made to 9/11, terrorism, or related content in the world history planning guide.
US Government Planning Guide	Domestic and Foreign Policy	<p>Students need to understand that in American democracy citizens are the “ruling class.” The level of understanding of complex political, economic, and social issues required of the informed, thoughtful, engaged citizen is as critical for the voter as for those elected. As students follow the issues, they can explore a variety of media from different perspectives. As students study past and current domestic and foreign policy issues, it is important that they learn information literacy skills to effectively research and evaluate sources, support their positions with evidence, and be able to take part in civil discourse over issues they may feel strongly about.</p> <p>Events: Monroe Doctrine, Roosevelt Corollary, military deployment, formation of UN, terrorism, Arab Spring, emergence of Asian power</p>

US History Planning Guide	Moving into the 21 st Century	<p>As the 20th century comes to a close the world sees the end of the Soviet Union and a reunification of Germany. As a result, the 20th century Cold War conflicts and tensions that were precipitated by two World Wars and many smaller conflicts came to an end. Conflict will continue to be a part of the American landscape as small terrorist groups create an enemy for all nations that is more difficult to find and elusive to fight.</p> <p>Ideas: glasnost, détente, perestroika, conservative movement, breakup of the Soviet Union, Middle East issues, war on terrorism, globalization, world, growth of the Internet, immigration debates, economic crisis, domestic terrorism, natural disasters</p> <p>People/Roles: Ronald Reagan, Mikhail Gorbachev, Jimmy Carter, Leonid Brezhnev, Ayatollah Khomeini, George H.W. Bush, Steve Jobs, Al Gore, Bill Clinton, George W. Bush, Barack Obama, Condoleezza Rice, Hilary Clinton, Madeline Albright, Bill Gates, Colin Powell</p> <p>Places/Institutions: Iran, former Soviet Union, Iraq, Afghanistan, Silicon Valley, Nicaragua, Kuwait, Saudi Arabia, Israel, Palestine, Egypt, Persian Gulf Events SALT, SALTII, Oil Embargo, Camp David Accords, Iran Hostage Crisis, Iran Contra Affair, Challenger Explosion, Desert Storm, 9/11, Reunification of Germany, Doomsday Clock</p> <p>Sample Compelling Questions</p> <ul style="list-style-type: none"> • How does our society adapt to increasingly more radical religious, political, economic, and social ideologies? (Standard 3) • What are the differences between defeating our enemies in the 20th century (Nazi Germany, USSR) and defeating our enemies in the 21st century (al-Qaeda, Taliban)? (Standard 4)
State: KENTUCKY (2015)	Link for Standards: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Social_Studies.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards are organized around broad themes that include many conceptual examples. The history standards include some more specific examples (e.g., McCarthyism), but these are not intended to be all inclusive of everything that is to be taught, just guiding examples.		

State: LOUISIANA (2011)	Link for Standards: US History: https://www.louisianabelieves.com/docs/default-source/academic-standards/social-studies-u-s-history.pdf?sfvrsn=8 World History: https://www.louisianabelieves.com/docs/default-source/academic-standards/social-studies-world-history.pdf?sfvrsn=8 Civics: https://www.louisianabelieves.com/docs/default-source/academic-standards/social-studies-civics.pdf?sfvrsn=10	
Grade/Course	Standard #	Text/Language
World History	WH.7.6	Analyze terrorist movements in terms of their proliferation and political, economic, and social impact
US History	US.6.6	Trace the rise in domestic and foreign terrorism and analyze its effect on America’s way of life
State: MAINE (2007: Learning Results; Parameters for Essential Instruction)	Link for Standards: http://www.maine.gov/doe/socialstudies/standards/learningresults.html http://www.maine.gov/doe/socialstudies/documents/ss102207.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards are organized around eras in history, such as “The Progressive Era, 1890-1914”, without specific content detail, and in broad themes (e.g., Rights, Duties, Responsibilities, and Citizen Participation in Government) with conceptual level descriptors (e.g., constitutional principles).		
State: MARYLAND (2010)	Link for Standards: US History: http://mdk12.org/assessments/hsvsc/us_history.html http://mdk12.org/assessments/hsvsc/government.html	
Grade/Course	Standard #	Text/Language
HS / US History	6	Students will demonstrate understanding of the cultural, economic, political and social developments from 1981 to the present. Analyze United States foreign policy from 1981 to the present. <ul style="list-style-type: none"> • Evaluate United States policies and actions in response to international terrorism, such as the attack on the Marine barracks in Beirut (1983), Embassy bombings (2000), the attacks on the U.S.S. Cole (2000), and September 11, 2001 (PS, E). • Analyze the purposes and effects of United States military interventions using regional case studies in the context of the Cold War, international peacekeeping efforts, and responses to terrorism before and after September 11, 2001.

HS/Government	2. Peoples of the Nation/World	<p>Cultural Diffusion: Foreign Policy</p> <p>INDICATOR</p> <p>1. The student will analyze economic, political, social issues and their effect on foreign policies of the United States (2.1.1).</p> <p>Assessment limits:</p> <p>Contemporary concerns which affect international relationships including: national security, economic well-being, the spread of democracy, developing nations, weapons of mass destruction, terrorism, and global economic conditions.</p> <p>OBJECTIVES</p> <p>Evaluate how international issues and interests affect national government policy, such as anti-terrorism policy, protection of human rights and international economic stability.</p>
State: MASSACHUSETTS (2003)	Link for Standards: http://www.doe.mass.edu/frameworks/ http://www.doe.mass.edu/frameworks/hss/final.pdf	
Grade/Course	Standard #	Text/Language
HS / World History II	WHII.47	<p>Explain the rise and funding of Islamic Fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades.</p> <ul style="list-style-type: none"> • The financial support of radical and terrorist organizations by the Saudis. • The increase in terrorist attacks against Israel and the United States.
HS / World History II	WHII.48	<p>Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C.</p>
HS / US History II	USII.33	<p>Analyze the course and consequences of America's recent diplomatic initiatives.</p> <ul style="list-style-type: none"> • America's response to the September 11, 2001 terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

State: MICHIGAN (2015)	Link for Standards: = http://www.michigan.gov/documents/mde/SS_COMBINED_August_2015_4965577.pdf	
Grade/Course	Standard #	Text/Language
HS / World History and Geography	CG4	<p>Conflict, Cooperation, and Security</p> <p>Analyze the causes and challenges of continuing and new conflicts by describing</p> <ul style="list-style-type: none"> • tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path) • the type of warfare used in these conflicts, including terrorism, private militias, and new technologies
HS / Civics	2.2.4 4.2.2	<p>Foundational Values and Constitutional Principles of American Government</p> <p>Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)</p> <p>U.S. Role in International Institutions and Affairs</p> <p>Analyze the impact of world events (terrorism, emergence of regional organizations, regional conflicts) on United States foreign policy.</p>
HS / US History	9.2.2	<p>Changes in America’s Role in the World</p> <p>9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (National Geography Standard 13)</p>

State: MINNESOTA (2013)	Link for Standards: http://education.state.mn.us/MDE/dse/stds/soc/ http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=042952&RevisionSelectionMethod=latestReleased&Rendition=primary	
US History	Standard: 23 Code: 9.4.4.23.2	Standard: Understand that...The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. Benchmark: Explain how United States involvement in world affairs after the Cold War, including the global war on terror, continues to affect modern foreign policy.
State: MISSISSIPPI (2011)	Link for Standards: (2011) http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/2011-mississippi-social-studies-framework.pdf?sfvrsn=4	
Grade/Course	Standard #	Text/Language
HS / US (post-Reconstruction to the present)	Global Affairs	3.Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts. f.Analyze and evaluate the causes and effects of the United States' growing involvement in the Middle East and the Persian Gulf. (DOK 3)
State: MISSOURI (Revised 2016)	Link for Standards: https://dese.mo.gov/college-career-readiness/curriculum/social-studies https://dese.mo.gov/sites/default/files/curr-mls-standards-ss-6-12-sboe-2016.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards have more specific content for other eras but the content in the post-9/11/contemporary era is broad. (E.g. Trace the origins of 21 st century conflicts to understand US policies and actions).		
State: MONTANA (2000, proposed revision '11-'12, under revision 2017-19)	Link for Standards: http://www.opi.mt.gov/pdf/Standards/ContStds-SocSt.pdf	
Grade/Course	Standard #	Text/Language
Standards not updated since 2001		

State: NEBRASKA (2012)	Link for Standards: https://www.education.ne.gov/SS/Documents/2012December7VerticalNE_SocialStudiesStandardsApproved.pdf	
Grade/Course	Standard #	Text/Language
HS / World History	SS 12.4.4 (WLD)	Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	SS 12.4.4.d (WLD)	Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)
HS/ US History	SS 12.4.2 (US)	Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
	SS 12.4.2.a (US)	Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, The Jungle , Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11 , Steve Jobs, Bill Gates)

HS / US History	SS 12.4.4 (US) SS 12.4.4.d (US)	Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems. Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)	
State: NEVADA (2008)	Link for Standards: http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/SocialStudies/		
Grade/Course	Standard #	Text/Language	
High School / Social Studies	H2.0 - Nation Building and Development	Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. <ul style="list-style-type: none">• H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.	
High School / Social Studies	H3.0 - Social Responsibility & Change	Students understand how social ideas and individual action lead to social, political, economic, and technological change. <ul style="list-style-type: none">• H3.[9-12].11 Compare and contrast the social impact of the Cold War and the War on Terror on the United States.	
High School / Social Studies	H4.0 - International Relationships & Power	Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships. <ul style="list-style-type: none">• H4.[9-12].4 Identify and analyze trends in domestic and foreign affairs of the United States from the end of Vietnam to 9/11/2001.• H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.• H4.[9-12].6 Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues.	

State: NEW HAMPSHIRE (2006) Adopted Common Core State Standards in 2010	Link for Standards: Common Core State Standards (2010): http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf Curriculum Framework for Social Studies (2006): https://www.education.nh.gov/instruction/curriculum/social_studies/documents/frameworks.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content (grades 9-12). Standards are very broad but include a few specific details within themes.		
State: NEW JERSEY (2014))	Link for Standards: http://www.nj.gov/education/cccs/2014/ss/ http://www.nj.gov/education/cccs/2014/ss/standards.pdf	
Grade/Course	Standard #	Text/Language
High School / World History	6.2 World History/Global Studies 6.2.12.A.6.c	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
High School / US History	6.1 U.S. History: America in the World 6.1.12.D.15.d	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism

State: NEW MEXICO (2009) Adopted Common Core Standards for English language arts in 2010	Link for Standards: New Mexico Common Core: https://newmexicocommoncore.org/ http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%209-12.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards are organized around broad themes but do include detail under performance standards to some level of specificity (e.g., role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin Wall).		
State: NEW YORK (2017)	Link for Standards: http://www.p12.nysed.gov/ciai/socst/ssrg.html http://www.p12.nysed.gov/ciai/socst/documents/9-12FrameworkRevFebruary2017.pdf	
Grade/Course	Standard #	Text/Language
11 / US History	11.11	THE UNITED STATES IN A CHANGING WORLD (1990 – present): The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.
	11.11b	In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. <ul style="list-style-type: none"> • Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act. • Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war. • Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government’s electronic surveillance programs.

10 / World History	10.9 10.9d	<p>GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.</p> <p>Globalization has created new possibilities for international cooperation and for international conflict. —</p> <ul style="list-style-type: none"> • Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful. • Students will investigate one organization and one international action that sought to provide solutions to environmental issues, including the Kyoto Protocol. • Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001.
State: NORTH CAROLINA (2011)	Link for Standards: http://www.dpi.state.nc.us/curriculum/socialstudies/scos/#social US History: http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/american-history-2.pdf Civics: http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/civics.pdf World History: http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/world.pdf	
Grade/Course	Standard #	Text/Language
High School / Civics (Known formally as “American History: The Founding Principles, Civics and Economics”)	FP.C&G.4 FP.C&G.4.4	Essential Standard: Understand how democracy depends upon the active participation of citizens Clarifying Objective: <ul style="list-style-type: none"> • Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).

High School / Civics	FP.C&G.2 FP.C&G.2.6	<p>Essential Standard: Analyze government systems within the United States in terms of their structure, function and relationships.</p> <p>Clarifying Objectives:</p> <ul style="list-style-type: none"> Evaluate the authority federal, state and local governments have over individuals’ rights and privileges (e.g., Bill of Rights, delegated powers, reserved powers, concurrent powers, pardons, writ of habeas corpus, judicial process, states’ rights, Patriot Act, etc.).
High School / World History	WH.H.8 WH.H.8.2 WH.H.8.7	<p>Essential Standard: Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.</p> <p>Clarifying Objectives:</p> <ul style="list-style-type: none"> Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9-11”, terrorism, etc.). Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).
High School / US History	AH2.H.7 AH2.H.7.1	<p>Essential Standard: Understand the impact of war on American politics, economics, society and culture.</p> <p>Clarifying Objectives:</p> <p>Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).</p>

High School / US History	AH2.H.6 AH2.H.6.1 AH2.H.6.2	Essential Standard: Understand how and why the role of the United States in the world has changed over time. Clarifying Objectives: <ul style="list-style-type: none"> • Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.). • Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).
State: NORTH DAKOTA (2007)	Link for Standards: https://www.nd.gov/dpi/SchoolStaff/Standards/ https://www.nd.gov/dpi/uploads/87/Soc_studies.pdf	
Grade/Course	Standard #	Text/Language
High School / Social Studies	Standard 2	Students understand important historical events. <ul style="list-style-type: none"> • Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination). • Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in Middle East, Soviet invasion of Afghanistan, Persian Gulf War, War in Iraq).

State: OHIO (2002- updates 2010)	Link for Standards: http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=18579 (2002)	
Additionally, in 2013 model curricula were added	http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx (2010 Standards) US History Model Curriculum: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/High-School_American-History_Model_Curriculum_Aug2014.pdf.aspx US Government Model Curriculum: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/High-School_American-Government_Model-Curriculum_DRAFT-September-2014.pdf.aspx Modern World History Model Curriculum: http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Modern-World-History_Model-Curriculum_April2014.pdf.aspx	
Grade/Course	Standard #	Text/Language
HS / American History	33 (2010 revisions)	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
HS / American History	NOT a standard, but a description the mentions Pearl Harbor before the WWII content section.	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor , the United States entered World War II, which changed the country's focus from isolationism to international involvement.
HS / Modern World History	24 (2010 revisions)	Regional and ethnic conflicts in the post-Cold War era have resulted in genocide, terrorism, and ethnic cleansing.
HS / World Geography	17 (2010 revisions)	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).
State: OKLAHOMA (2012)	Link for Standards: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social%20Studies%20OK%20Academic%20Standards.rev815pdf.pdf	
Grade/Course	Standard #	Text/Language

HS / OK History and Government	Content Standard 5	<p>The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.</p> <p>10. Cite specific textual and visual evidence to analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the event, the concept of the “Oklahoma Standard” and the creation of the Oklahoma City National Memorial and Museum.</p>
HS / US History	Content Standard 6	<p>The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <p>Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the PATRIOT ACT, and the creation of the Department of Homeland Security.</p>
HS / US History	Content Standard 7	<p>The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.</p> <p>Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush’s leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama’s election on the course of the wars.</p>

HS /World History	Content Standard 5	<p>The student will evaluate post World War II regional events leading to the transformations of the modern world.</p> <ul style="list-style-type: none"> 1. Cite specific textual and visual evidence to describe the creation of the modern state of Israel, the ongoing regional disputes with its Arab neighbors, the continuing hostilities between Iran and Iraq, and the impact of significant regional leaders including Golda Meir, Anwar Sadat, Yasser Arafat, Saddam Hussein, and the Ayatollah Khomeini
HS /World History	Content Standard 6	<p>The student will evaluate contemporary global issues and challenges.</p> <p>4. Describe the rise of international terrorism including the causes and effects of the attacks on the World Trade Center Towers in 1993, the attacks on 9/11 in 2001, and other acts of international terrorism including London, Madrid, and Mumbai, and analyze the policies and actions of world powers to counter and combat terrorism including the wars in Afghanistan and Iraq</p>
<p>Extras (Common Core standards for literacy in social studies combined with standards for 2012)</p> <p>The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.</p> <p>ASSESSMENT NOTE: High schools students in United States History for Grades 9-12 will study the time frame of 1878 to the present. However, for the high school ACE United States History End-of-Instruction Examination (EOI), the time frame is approximately 1878-2002, or approximately from the Reconstruction amendments through the terrorist attacks of September 11, 2001 and the immediate effects of those events.</p> <p>“terrorism” is included in the United States History list of vocabulary terms</p>		

State: OREGON (2011)	Link for Standards: http://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/Standards.aspx http://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/adoptedsocialsciencesstandards8-2011.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. Very broad standards with few specific details, for example “Recognize and interpret continuity and/ or change with respect to particular historical developments in the 20th century.”		
State: PENNSYLVANIA (2009)	Link for Standards: Civics & Government: https://www.pdesas.org/Standard/View http://teachinghistory.org/national/pennsylvania/21403 (see below) History Academic Standards (2009): http://static.pdesas.org/content/documents/Academic_Standards_for_History_(Secondary).pdf Civics Academic Standards (2009): http://static.pdesas.org/content/documents/Academic_Standards_for_Civics_and_Government_(Secondary).pdf Standards for Writing History/Social Studies (2014): http://static.pdesas.org/content/documents/PA%20Core%20Standards%20for%20Writing%20in%20History%20and%20Social%20Studies%20March%202014.pdf Standards for Reading History/Social Studies (2014): http://static.pdesas.org/content/documents/PA%20Core%20%20Reading%20in%20History%20and%20Social%20Studies%20March%202014.pdf	

Grade/Course	Standard #	Text/Language
HS / Social Studies	8.3.12	<p>PA.8.1.12. Academic Standard: History Historical Analysis and Skills Development: Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to:</p> <ul style="list-style-type: none"> • 8.3.12.D. Standard Statement: Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present. • 8.3.12.D.1 Standard Descriptor: Domestic Instability (e.g., Great Depression, assassination of political and social leaders, terrorist threats). • 8.3.12.D.5 Standard Descriptor: Military Conflicts (e.g., World War I, World War II, War on Terrorism).
HS / US History	8.3.12	<p>*Looking on the Pennsylvania Standards aligned system website , I was not able to find the standards as listed above on either the website's search standards page or in the Word documents from 2009. The only site I found the standards as written above was at the teachinghistory.org site. Searching through the documents posted on the Pennsylvania Standards website, I found no reference to 9/11, terrorism or related terms. I also found no update since 2009 in the academic standards, but did find new standards from 2014 regarding reading and writing in History/Social Studies (no mention of content in these standards, mostly about process of reading/writing history), the links to which I've posted above. This is how I found the standard as listed on the Pennsylvania Standards website:</p> <p>Standard - 8.3.12.D</p> <p>Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

State: RHODE ISLAND (2008) (Historical Perspectives and Geography, Economics Sections 4-5 revised 2012)	Link for Standards: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Social-Studies/RI_SS_GSEs_gss-HS_9-12.pdf	
HS Civics & Govt & Historical Perspectives	5	C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. C&G 5 (9-12)-2 <ul style="list-style-type: none"> • Students demonstrate an understanding of the many ways earth’s people are interconnected by: • B. analyzing and evaluating a contemporary or historical issue (e.g. free trade vs. fair trade, access to medical care, and terrorism).
HS Civics & Govt & Historical Perspectives	1	C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. C&G 1 (9-12) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by a. identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security)
HS Civics & Govt & Historical Perspectives	4	C&G 4: People engage in political processes in a variety of ways. C&G 4 (9-12) –3 Students participate in a civil society by: c. identifying and analyzing the conflicts that exist between public and private life (e.g., issues related to Homeland Security, Eminent Domain, civil liberties)

HS Civics & Govt & Historical Perspectives	5	<p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p> <p>C&G 5 (9-12) – 1</p> <p>Students demonstrate an understanding of the many ways Earth’s people are interconnected by</p> <ul style="list-style-type: none"> a. . identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state) <p>Potential Topics/Resources*:</p> <ul style="list-style-type: none"> • Model UN • Capital Forum • Formal and informal organizations: ex: Nation State, WTO, IMF, Transnational Corporations, United Nations, al Qaeda, Red Cross) <p>*This is not in the standard itself, but was nevertheless found in the same document as the standards as an example, so I thought I’d include it.</p>
State: SOUTH CAROLINA (2011)	<p>Link for Standards:</p> <p>http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf</p>	
Grade/Course	Standard #	Text/Language
HS / World Geography	WG - 1	<p>The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.</p> <ul style="list-style-type: none"> • 1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).

HS / United States History and the Constitution	USHC - 8	The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992. <ul style="list-style-type: none"> 8.6 Summarize America's role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.
State: SOUTH DAKOTA (2015)	Link for Standards: http://doe.sd.gov/contentstandards/documents/SDSocialS.pdf	
Grade/Course	Standard #	Text/Language
No reference to 9/11, terrorism, or related terms. Standards are broad and have to do with change over time and cause and effect between different eras (e.g. Explain the transformation of America from World War I through the Great Depression).		
State: TENNESSEE (2013, going through review process 2017)	Link for Standards: Contemporary Issues: https://www.tn.gov/assets/entities/education/attachments/std_ss_contemporary_issues.pdf Government: https://www.tn.gov/assets/entities/education/attachments/std_ss_us_government_civics.pdf United States History and Geography: https://www.tn.gov/assets/entities/education/attachments/std_ss_us_history_geography.pdf World History: https://www.tn.gov/assets/entities/education/attachments/std_ss_world_history_geography.pdf	
Grade/Course	Standard #	Text/Language
High School / World History	W.101	Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)
	W.102	Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)
	W.103	Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)
	W.104	Utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)

High School / US History	US 111	Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally.
State: TEXAS (2010) No change	Link for Standards: http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html	
Grade/Course	Standard #	Text/Language
High School / US History II	2	<p>The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <ul style="list-style-type: none"> d. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
High School / US History II	11	<p>The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:</p> <ul style="list-style-type: none"> a. describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror.
High School / World History	14.	<p>The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:</p> <ul style="list-style-type: none"> a. summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and b. explain the U.S. response to terrorism from September 11, 2001, to the present.

High School / US History II	19.	The student understands changes over time in the role of government. The student is expected to: <ul style="list-style-type: none"> • b. explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11; • d. discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.
High School / World Geography	18	The student understands the ways in which cultures change and maintain continuity. The student is expected to: <ul style="list-style-type: none"> • b. assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism.
State: UTAH (2017)	Link for Standards: http://www.uen.org/core/socialstudies/ US History II: http://www.uen.org/core/core.do?courseNum=6450 US Government & Citizenship: http://www.uen.org/core/core.do?courseNum=6460 World History: http://www.uen.org/core/core.do?courseNum=6440	
Grade/Course	Standard #	Text/Language
High School / World History		WH Strand 7: THE CONTEMPORARY WORLD Possible Guiding Questions: <ul style="list-style-type: none"> • What are the best ways to combat terrorism?
High School / US History	8.2	U.S. II Strand 8: THE 21ST CENTURY UNITED STATES Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration Possible Guiding Questions: <ul style="list-style-type: none"> • How has U.S. foreign policy had an effect on the War on Terror?

State: VERMONT (2016)	Link for Standards: http://education.vermont.gov/documents/global-citizenship-grade-expectations-9-and-12 http://education.vermont.gov/sites/aoe/files/documents/edu-global-citizenship-9-and-12-cluster.pdf	
Grade/Course	Standard #	Text/Language
High School / Economics	H&SS9-12:19	Students show understanding of the interconnectedness between government and the economy by... <ul style="list-style-type: none"> Recognizing that world events and the strength of currencies affects services and prices (e.g., September 11, 2001 and its effect on the stock market).
High School / Civics, Govt & Society	H&SS9-12:16 H&SS9-12:15	Students examine how different societies address issues of human interdependence by... <ul style="list-style-type: none"> Analyzing the effectiveness of behaviors that are intended to foster global cooperation among groups and governments (e.g., League of Nations, nation building, coalition to fight terrorism) Analyzing the impact of a current or historic issue related to human rights, and explaining how the values of the time or place influenced the issue (e.g. Guantanamo, land mines, invasion of Iraq). Students show understanding of various forms of government by... <ul style="list-style-type: none"> Analyzing the principles in key U.S. and international documents and how they apply to their own lives (e.g., Patriot Act, Universal Declaration of Human Rights).

State: VIRGINIA (2015)	Link for Standards (we did not include the Curriculum Framework): US History II: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_ushistory_1865-present.pdf (nothing found) Civics & Economics: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_civics_economics.pdf (nothing found) World History II: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/stds-2015-hss-worldhistory-geography-1500-to-present.pdf VA & US History: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/stds-2015-hss-va-ushistory.pdf VA & US Government: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/stds-2015-hss-va-usgov.pdf	
Grade/Course	Standard #	Text/Language
High School / VA & US History	14	The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by a) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001)
High School / VA & US History	11	The student will apply social science skills to understand World War II by a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;
High School / World History II	14	The student will apply social science skills to understand the global changes during the early twenty-first century by d) analyzing the increasing impact of terrorism.

State: WASHINGTON (2008) (Revised 2013, but no change in below standards and no added standards concerning 9/11)	Link for Standards: http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx	
Grade/Course	Standard #	Text/Language
High School / History	4 (History)	<p>The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p> <ul style="list-style-type: none"> • 4.1 Component 4.1: Understands historical chronology. <ul style="list-style-type: none"> ○ 4.1.2 Understands how the following themes and developments help to define eras in U.S. history: <ul style="list-style-type: none"> ▪ Example: Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy. • 4.3: Understands that there are multiple perspectives and interpretations of historical events. <ul style="list-style-type: none"> ○ Evaluates the ramifications of mono-causal explanations of contemporary events in the world. <ul style="list-style-type: none"> ▪ Example: Weighs the validity of the attacks on 9/11 being the sole cause of the War on Terror. • 4.4: Uses history to understand the present and plan for the future. <ul style="list-style-type: none"> ○ 4.4.1 Evaluates positions on a current issue based on an analysis of history. <ul style="list-style-type: none"> ▪ Example: Critiques different positions on the Patriot Act based on an analysis of the effects of the Alien and Sedition Acts.

High School / Social Studies	5 (Social Studies Skills)	<p>The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p> <ul style="list-style-type: none"> • 5.3: Deliberates public issues. <ul style="list-style-type: none"> ○ 5.3.1 Evaluates how the discussion and the proposed alternative resolutions changed or solidified one’s own position on public issues. <ul style="list-style-type: none"> ▪ Example: Evaluates how classroom discussions and proposed alternative resolutions have changed or solidified one’s own position on the constitutionality of the Patriot Act. • 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience. <ul style="list-style-type: none"> ○ 5.4.1 Evaluates positions and evidence to make one’s own decisions in a paper or presentation. <ul style="list-style-type: none"> ▪ Example: Weighs positions and evidence to determine one’s own stance on the war in Iraq.
High School / Civics	1 (Civics)	<p>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.</p> <ul style="list-style-type: none"> • 1.2: Understands the purposes, organization, and function of governments, laws, and political systems. <ul style="list-style-type: none"> ○ 1.2.2 Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights. ○ Example: Critiques the Patriot Act as it relates to rights established in the U.S. Constitution.

State: WEST VIRGINIA (2016)	Link for Standards: http://wvde.state.wv.us/policies/csos.html http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=23480&Format=PDF http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=29936&Format=PDF	
Grade/Course	Standard #	Text/Language
11 / Contemporary Studies / Social Studies	Civics SS.PD.11.C	Performance descriptors: Analyze global challenges of the post 9/11 world, analyze current solutions, and predict problems for the future
11 / Contemporary Studies / Social Studies	Civics SS.11.C.3 SS.11.C.6	Students will: evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade, and the P.A.T.R.I.O.T. Act). Examine the global challenges of the post 9/11 world and predict problems of the future (e.g., terrorism, weapons of mass destruction, demographic shifts, famine, natural disasters, climate change and religious, cultural, and ideological conflicts)
11 / Contemporary Studies / Social Studies	Geography SS.11.G.1	Objectives: Students will...analyze and evaluate the changing boundaries of world maps as a result of wars (e.g., Europe World War I, World War II, Cold War Era and Middle East conflicts.

<p>11 / Contemporary Studies / Social Studies</p>	<p>History SS.PD.11.H</p> <p>SS.11.H.CL8.r</p> <p>SS.11.H.CL9.1</p> <p>SS.11.H.CL9.2:</p> <p>SS.11.H.CL9.3:</p>	<p>Performance Descriptors</p> <p>analyze the involvement of public opinion in the U.S. to the shaping of the post 9/11 world and the effect of the internet on organizing people throughout the world.”</p> <p>Cluster 8: Demonstrate an understanding of United States foreign policy and global economic issues since 1990.</p> <p>Students will...evaluate the causes and effects of acts of terrorism before and after 9/11.</p> <p>Cluster 9: Demonstrate an understanding of America’s continued role in shaping the complex global community since September 11, 2001.</p> <p>Objectives—Students will...</p> <p>assess American foreign policies that may have encouraged Islamic extremists’ attack on the western world.</p> <p>outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) intercept (and) obstruct Terrorism Act of 2001) and assess the necessity of such infringements on American civil rights.</p> <p>critique the effectiveness of the wars in Iraq and Afghanistan upon the war against terror.”</p>
<p>12 / Social Studies</p>	<p>Citizenship SS.12.C.24</p>	<p>Students will:</p> <ul style="list-style-type: none"> • explore cooperation, competition and conflict among nations through interactions such as the United Nations, international treaties, terrorism and other exchanges to evaluate potential solutions to global issues.

State: WISCONSIN (1998) (In 2014 the standards documents were updated with essential question frameworks for each strand).	Link for Standards: https://dpi.wi.gov/social-studies/standards https://dpi.wi.gov/social-studies	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. Broad content standards with little detailed content identified, for example “Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war.”		
State: Wyoming (2014)	Link for Standards: http://www.k12.wy.us/SA/standards/Standards%202008%20Social%20Studies.pdf http://edu.wyoming.gov/Libraries/Publications/Standards_2008_Social_Studies_PD.F.sflb.ashx https://edu.wyoming.gov/downloads/standards/2015/2014-SS-WyCPS-FINAL.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. Broad thematic standards with a focus on process and performance with little content detail, for example “Students evaluate the impact of technology and how it has shaped history and influenced the modern world.”		

4. Methodology:

Our most recent stage of the study examines state high school social studies/history standards for 9/11 related content. There are a few states that have not updated their standards since 2001. In those cases, we have analyzed other state documents that have been developed after 2001. For the most part, these documents are designed to clarify the standards or to provide guidance to educators about how to utilize the standards in curriculum planning.ⁱⁱ

Our primary research question is to what extent and in what ways is 9/11 and related content included in the post-2001 revisions of the state standards? We began by searching for key terms used in the previous phases of the study. For example, 9/11 / September 11th, terror(ism), bin Laden, al Qaeda, Iraq, Afghanistan, Patriot Act, Guantanamo, Hussein, President Bush.

In this table we show the following information for each state and the District of Columbia: year updated and nature of the documents used, the link to the document, the standard / grade / course or content identified in the documents, and the actual standard language where 9/11 or any of the terms listed above are included.ⁱⁱⁱ The text and links provided above are as accurate as possible at the time the analysis was done in 2017, however, given the complexity of state academic standards and the state department of education sites that host them, there may be information that we missed. For specific state standards, we suggest you use the link or search for the specific state document you are seeking as some states may have updated their academic standards or policies since the time of our analysis.

ⁱ Thanks to the graduate students who assisted in the collection and analysis of this data at several stages: Amy Kuenker and Emily Fee, College of William & Mary, and Brian Gibbs and Taehan Kim, University of Wisconsin-Madison. Brooks Henne of William & Mary worked on the updates for this 2017 edition.

ⁱⁱ For example, we include “clarifying documents” from Delaware (2010), “parameters of essential instruction for Maine (2007), and both the 2004 and 2011 versions of the Mississippi documents (see that example in summary). Many states have also developed lists of recommended resources, test blueprints, sample lesson plans, and other materials that are supplemental to the standards, which are not included in the study.

ⁱⁱⁱ We did not include page numbers as some documents were online and did not have pages. You can search the documents by the standard numbers provided in the accompanying fact sheet.

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