

9/11 and the War on Terror in Curricula and in State Standards Documents

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- This Fact Sheet reports findings from an ongoing study of the representation of 9/11 and terrorism in curricula, textbooks, and state standards documents. The study was conducted in three stages. The first two stages focused on how supplemental curricula and best-selling social studies textbooks published between 2002-2010 present the events of 9/11 and their aftermath to secondary school students. In 2011, a third stage of the study was added. This stage extended the previous ones by including an analysis of whether and how terrorism, 9/11, and related content are included in the 49 standards documents that have been revised since 2001. The findings from the supplemental curriculum and textbook phases of the study have been published in numerous places. Here we provide a brief overview of the earlier findings. We then focus on the initial findings from the third stage of the study: an analysis of the standards documents.¹ Also in the Appendix, please find a supplemental document on state standards for

9/11. Finally, a copy of our article "9/11 and Terrorism: 'The Ultimate Teachable Moment' in Textbooks and Supplemental Curricula," *Social Education* vol. 71, no. 5, pp 231–236 (2007), presented by permission, can be found on the [CIRCLE Web site](http://www.civicyouth.org) at www.civicyouth.org.

Summary of Findings From Stages One and Two

Great attention has been given to 9/11 and its aftermath in all manner of curricula, and in many, although not all, of the revised social studies standards. Our analysis concentrated on how curricula and standards present what happened on 9/11, what caused the attacks, and what happened as a consequence of 9/11. We were particularly interested in how the challenging and hard-to-define concept of terrorism was presented, and the extent to which the materials included any of the important controversies about the U.S. and international responses to 9/11. Finally, we analyzed the kind of thinking that students were being asked to do about this content and how the materials positioned the role of the citizen with respect to 9/11 and its aftermath.

Six major themes from the supplemental curriculum and textbook phases of the study are:

1. The attacks of 9/11 and their aftermath have been appropriated for a wide array of curricular, pedagogical, and ideological goals that generally reflect the goals of the various curriculum producers. The ubiquity and malleability of 9/11 related content is especially pronounced in the supplemental curricula materials. For example, *Facing History and Ourselves*, an organization that produces materials promoting reflection and dialogue about tolerance and justice, places the attacks and their aftermath within the context of the need for tolerance and understanding across difference. The textbooks, on the other hand, have quite different content about 9/11 keyed to the specific course they support. Government texts, for example, often included 9/11 in

the context of executive power, while world history texts placed the events within sections about the history the Middle East.

2. There is a startling lack of detail about what actually happened on 9/11. This continues in the revised versions of the textbooks, even though students in high school in 2011 were not old enough to have a good understanding (or recollection) of what happened on 9/11. One would expect then that the most recently revised textbooks would contain more specific details.

3. We found a remarkable similarity between how the 9/11 attacks were presented in the initial studies of curricula published shortly after 2001 and in the first edition of textbooks. There then seemed to be a clear consensus that the 9/11 attacks were unprecedented and of great historic importance. America was presented as the victim of a uniquely devastating attack, an attack that had brought Americans together and the support of the world behind them. These curricula and texts included rich personal stories and nationalistic narratives, and iconic images of rubble, firefighters and the American flag. This nationalistic tone, and the inclusion of the firefighter and police hero image are largely absent in the most recent edition of textbooks, however, which is indicative of the distance from the event and the ongoing conflicts in Iraq, Afghanistan, and domestic disputes in the U.S.

4. One especially important finding from across our studies is the way that curricula defined and applied the concept of terrorism. Many of the curricula and textbooks we studied provided explicit, authoritative definitions of terrorism, despite the fact that it is a debated and contested concept. This use of terrorism does not reflect disagreements over whether a terrorist attack can only be against a civilian population or whether a terrorist can act on behalf of a state. Despite these disagreements, we have found that most of the textbooks and even many supplemental curricula use authoritative definitions that do not always align with the examples of terrorism they cite.

For example, several of the textbooks state that a terrorist attack only targets civilians and then include the attack on the USS Cole, a US Navy vessel, as a terrorist attack.

5. We found that, despite the many controversial issues that surround the 9/11 attacks, and especially the U.S. response to the attacks, little was presented in the early curricula and textbooks as controversial. Where open questions and tasks were included, we found that the textbooks in particular did not provide enough information for students to be engaged in an informed way. There were exceptions, such as a curriculum from *Choices for the 21st Century Program* at Brown University and the *Street Law* text. The more recent textbooks have more opportunities for students to engage in thoughtful analysis of competing perspectives on issues related to 9/11.

6. In addition to the lack of open questions that asked students to analyze issues, we found that the opportunities for higher order thinking were lacking overall. Most of the assessment items and activities in these curricula and texts asked for low levels of intellectual work. This was particularly true of the textbooks, which included items that focus on basic reading comprehension that did not ask students to analyze, synthesize, or construct any new knowledge. Further, where students were asked to construct new knowledge, we found that these items often related to personal opinions or conjecture without analysis and use of evidence.

9/11 and Terrorism in State Standards Documents

Our most recent stage of the study examines high school level state social studies/history standards for 9/11 related content. This stage is guided by a primary research question: To what extent and in what ways are 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 stages of the

study. For example, 9/11, September 11th, terror(ism), bin Laden, al-Qaeda, Iraq, Afghanistan, Patriot Act, Guantanamo, Hussein, President Bush. We then compiled elaborate charts that were used to inductively code for common themes and patterns (see Appendix). We focused on many of the same sub-questions that had guided earlier phases of the study, including:

1. How is 9/11 represented in the standards? What level of detail is included? What relationship is there between the overall nature of a state’s standards and what is included about 9/11? For example, are the standards that do mention 9/11 organized broadly or thematically, with little mention of other specific events?
2. How is the concept of terrorism presented, if it is included? What examples of terrorism are included? What implicit or explicit messages about who are terrorists are communicated?
3. What is the nature of the intellectual work students are asked to do related to 9/11 content?

Since 2001, all but two states have updated at least a portion of their state standards or standards-supporting documents. The two states that have not are California and Montana.² As Table 1 illustrates, of these 49 revised sets of standards, 21 include 9/11 specifically in their standards documents. Of these 21 states, 29% (n=6) include 9/11 as part of a content standard, 19% (n=4) include it as part of a sub-standard, and 52% (n=11) include it as an example under a standard or sub-standard. Of the states that do not include 9/11, 14 include some reference to terrorism or another key term related to the war on terror but do not identify the 9/11 attacks specifically. Finally, another 14 states updated their standards, but do not include any reference to 9/11, the war on terror, or terrorism more broadly.

Table 1: Inclusion of 9/11 and Terrorism in State Standards Documents

Inclusion of 9/11 and Terrorism	Number of	% of states w/	% of total
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	States	updated standards	states
States who have updated some portion of their standards documents since 2001	49 of 51*		96%
States that do not mention the 9/11 attacks or any key content related to terrorism	14 (16 of total states)**	29%	31%
States that include some aspect of terrorism or the war on terror (but not 9/11 specifically)	14	29%	28%
States that include the 9/11 attacks specifically as part of a standard, sub-standard or as an example	21***	43%	41%

*Including all 50 states plus the District of Columbia

** Many of these states have broad thematic standards that do not include specific details.

*** These statistics were updated as of Sept. 4, 2011 to reflect South Carolina's newly approved standards.

While it is important that 30 percent of states that have updated their standards did not include 9/11 or related concepts and events despite the impact that these events have had on recent U.S. history, politics and society, it is also notable that in the majority of state standards documents, either 9/11, terrorism or the War on Terror are included.

What accounts for why some states include 9/11 and others do not? One possible explanation is that this content is viewed as more important for students to learn in some states than it is in others. Another more plausible explanation is that there is variance among the states with respect to the level of detail that is included in the standards writ large. Some states have very specific standards that list many events, people and concepts that students should learn. In those states, 9/11 was more likely to receive explicit mention. Other states have very broadly worded standards that include little or no mention of specific content that students should learn. In those states, 9/11 was less likely to be included. It is critical to analyze what is included about 9/11 (or any specific event for that matter) within the context of a state's standards overall before making judgments that some states are more concerned about students learning about 9/11 than others.

Further, we found that similar to our analyses of supplemental curricula and textbooks, content about 9/11 and the War on Terror are utilized across social

studies disciplines (e.g., civics and history) and toward a wide variety of different content and process goals (e.g., student deliberation, role as citizens and historical inquiry). Thus, while not as ubiquitous as the supplemental curricula and textbooks, content about 9/11 is malleable and deployed toward a variety of learning goals.

1) Focus on the Impact of 9/11

Most standards focus students' learning on the impact of 9/11 on foreign and domestic policy, to U.S. society overall and, in some cases, to everyday life. Some of these standards state that students should simply be able to describe the main events in the U.S. response after 9/11. For example, the District of Columbia's standards ask students to "Describe America's response to the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and the invasion of Iraq" (11.14.19). More states frame the standards related to the effects of 9/11 from an inquiry perspective. Arkansas's standard is indicative of this inquiry perspective: "Investigate the effects of the September 11, 2001 terrorist attack on the United States (19)" with the examples given including the Department of Homeland Security and Operation Enduring Freedom. For the most part, students are not directed to examine the roots and causes of terrorism, but instead are asked to learn about the impact of these attacks, primarily on the United States.

In fewer state standards documents, students are also asked to consider the causes of 9/11 and terrorism in addition to its effects. In these eight states (AZ, KS, LA, NJ, SD, TN, TX, WA) there is quite a bit of variance about what degree of specificity students are to use when examining the roots of terrorism. For example, South Dakota's standard simply asks that "students are able to explain cause-effect relationships and legacy" of key events (US 1.1), including 9/11 as a present day example. New Jersey's standard, on the

other hand, requires more critical analysis: "Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies (6.2)." Similarly, one of Washington's standards ask students to also evaluate the subsequent War on Terror, in particular to understand the "ramifications of mono-causal explanations" by evaluating "the validity of the attacks on 9/11 being the sole cause of the War on Terror (4.3)." These standards ask that teachers engage students more directly in analyzing the causal roots of 9/11 and the War on Terror rather than the more broadly interpreted cause-effect relationships.

2) Focus on International versus Domestic Terrorism

Thirty of the states identify terrorism specifically in an international context, meaning the focus is on terrorism conducted by groups from countries outside of the United States or attacks that occur outside of the U.S., with the Middle East serving as the primary focus. In the majority of state standards then, many of which are in world history or geography standards, terrorism is presented as an international problem. For example, Hawaii includes terrorism as one of the global challenges in the post Cold War era. Arizona includes the study of the roots of terrorism but using only non-U.S. examples of terrorist groups and contexts. Finally, Indiana includes terrorism as an example for analyzing the "impact of globalization on U.S. economic, political and foreign policy" (USH.8.6). This consistent use of terrorism as an example outside of the U.S. presents terrorism as an external threat to the United States and ignores historic and recent examples of domestic terrorism in the nation and the root causes of these domestic attacks.

Only five states also ask students to examine cases of terrorism with domestic roots (FL, KS, LA, OK, and WA), with the Oklahoma City Federal Building bombing being the most prominent example (FL, LA, OK, and WA). For example, Washington includes the bombing of the Murrah Federal Building in

Oklahoma City as an example of a standard that asks students to be able to examine how significant events lead to the development of historical eras (4.1.2). Oklahoma asks students to compare the causes and effects of the Oklahoma City bombing with the 9/11 attacks. These standards place the focus of student study on both domestic and international examples of terrorism and away from looking at only one group or the example of terrorism as solely an international issue.

3) What Terrorism Means and Who Are Terrorists

The word "terrorism" or the phrase, the "War on Terror" is used in 32 of the states' standards. In virtually all states, there is a presumption that the meaning of terrorism is known and not contested. From our previous research on 9/11 curricula, we found that there was often a great deal of conceptual confusion when it came to the definition of terrorism and in the identification of what is and what is not an example of terrorism. There are real and important debates about what constitutes terrorism and who are and are not terrorists. Here we find that there is no definition given, or much of any guidance about what is considered terrorism other than the use of examples, so it seems that there is an assumption that a clear and agreed upon definition exists.

A few states do promote students' engagement of different perspectives on what terrorism is and how it should be applied. A suggested activity in the Kansas Benchmark 4, which focuses on the examination of major events and turning points since 1990, asks students to examine how the media defines terrorism: "Using newspapers and news magazines, read articles about acts of terrorism in the United States and around the world. Identify commonalities and differences in these attacks in terms of who, what, why, where, and how of the events." This kind of inductive thinking is typically associated with concept formation, a strategy that we saw used in some of the supplemental

curricula we studied in 2003 (see p. 233-234 of the article ["9/11 and Terrorism: 'The Ultimate Teachable Moment' in Textbooks and Supplemental Curricula"](#)). The weakness of this recommended activity is that it is predicated on the notion that media accounts accurately identify what is an example of terrorism. Moreover it presumes that those examples are all supporting a monolithic definition that is shared by all news organizations.

4) The Relationship between Islam and Terrorism

Given the lack of attention in the standards documents to the causes of terrorism, it is not surprising that in the vast majority there is no explicit attempt to engage students in exploring the complex roots of terrorism and the complex histories of terrorist groups. Note that only eight of the states include standards that require students to analyze the causes of terrorism, and even with respect to 9/11 specifically, only four mention Osama bin Laden or al-Qaeda (GA, LA, MN, TX).

There are three states, however, that specifically include Islam in the context of terrorism and 9/11 (LA, MA, TX). Massachusetts's standards place the focus of studying terrorism on Islamic fundamentalism and the Middle East without mentioning other examples of international terrorism, and they include no examples of domestic terrorism. Specifically, one of the world history standards asks students to "Explain the rise and funding of Islamic Fundamentalism in the last half of the 20th century" and in particular "the increase in terrorist attacks against Israel and the United States." It is also notable that two ideas are promoted in this world history standard that are at best misleading, and at worse, simply erroneous. The first is that just two nations, the United States and Israel, have seen an increase in terrorist attacks

in the period between 1950 and 2000. The second idea is that the sole cause of terrorism that occurs in these nations is Islamic fundamentalism. Further, students are not asked to investigate or evaluate this relationship, simply to provide an explanation.

Texas's standard promotes a similar view of Islamic fundamentalism and how it has impacted the U.S. A world history standard focused on the rise of Islamic Fundamentalism and subsequent acts of terrorism includes two sub-standards: the first asks that students 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 the second asks students to "explain the U.S. response to terrorism from September 11, 2001."

By contrast, Louisiana's standards, which include the example of "Islamic terrorist organizations" under a standard focused on the development of terrorism (AH6.6) also includes the specific analysis of groups such as the Taliban and al-Qaeda in a different standard (WH7.6), which places the emphasis on the acts of particular groups and not in direct relation to the religion. They also include an item that asks students to compare the treatment of Japanese Americans during World War II to the treatment of Muslim Americans after 9/11 (AH1.2). The implicit messages undergirding this standard are that stereotyping is wrong and dangerous and Muslim Americans were the victims of such stereotyping after 9/11. In other words, it is important not to link Islam with terrorism.

5) The Role of Citizens Post 9/11

One of our major interests in studying how 9/11 is incorporated into curricula is the way in which students are asked to respond as citizens to a moment of national crisis such as the terrorist attacks on New York and DC. Four states

(MN, NJ, TN, and WA) explicitly address the role of citizens in the context of 9/11 and the war on terror.

Both Minnesota and Tennessee include standards that expressly link citizenship to media literacy with respect to 9/11. In both of these 9/11 is used as an example for students to look at different forms of media (e.g., political cartoons, editorials, television news) and to critique these forms. Minnesota's example (Government & Citizenship VII.A.2) asks students to critically examine then President Bush's address to the nation after 9/11, and Tennessee asks students to look at news media, try to interview producers, and to author their own editorial critique (Culture 1). Here, students are asked to develop skills in critically analyzing the political messages in media, and in the case of Tennessee also to produce their own critique in a common format used in politics. Both of these skills are prominently viewed as important for citizens in a democracy. These standards also emphasize the need for citizens to be well informed in contemporary issues.

6) Open Questions, Deliberation, and Inquiry

We also examined the standards to determine which states present anything related to 9/11 or terrorism as an open question, meaning that the question posed has multiple and competing legitimate answers. For example, Washington includes multiple examples of issues related to 9/11 in its Social Studies Skills standards. One asks students to weigh evidence and "determine one's own stance on the war in Iraq" (5.4.1), and another directs students to critique different positions on the Patriot Act based on the Alien and Sedition Acts. These states didn't include the standards explicitly as part of a goal for democratic citizenship, but we view these types of activities as critical toward this goal. In addition to the examples in the Washington standards, we did find a number of states whose standards had at least the potential to promote inquiry and deliberation around issues related to the 9/11 attacks

and the causes and effects of this event. For example, Mississippi's 2004 standards documents include examples of instructional strategies that ask students to "Research and debate policy regarding terrorism" and to "role-play opposing viewpoints to a specific law or conflict" and includes the Patriot Act as an example. Similarly, West Virginia included a standard that asks students to explicitly "evaluate, take and defend a position involving a conflict between an individual freedom and the common good" with homeland security as one of the issues (12.01.09).

Overall, there appear to be more opportunities for students to evaluate, conduct inquiry, or deliberate open questions in the state standards than in the textbooks in particular. There are also more standards that ask students to examine U.S. policy following 9/11, aspects of the Patriot Act in particular, than we saw in the early curricula and textbooks. This reflects positively on the state standards, but it is difficult to discern how this translates into classroom practice. In the states that assess their social studies standards, most utilize multiple choice exam formats that present challenges to assessing students' abilities to conduct inquiry or to deliberate controversial political issues.

7) Comparing 9/11 with Pearl Harbor and Similar Moments of National Crisis

We were also interested in how 9/11 is included in the standards compared to other similar events, such as the Pearl Harbor attack in 1941, something we have examined in the other 9/11 curriculum studies. For example, in the textbook study, we found that Pearl Harbor is included in all of the world and US history textbooks and is described in much more precise detail than 9/11. Consequently, it is somewhat surprising that Pearl Harbor is not stated explicitly in most of the standards, with only 15 states including it. However, in most states the standards include a specific reference to examining the

causes of World War II, so it can be assumed that Pearl Harbor may be studied in this context. Two states actually invite comparisons between 9/11 and World War II. As mentioned above, the Louisiana standard asks students to compare the treatment of Japanese-Americans and Muslim-Americans. There is also a Hawaii standard that includes a sample assessment item asking students to explicitly compare the changes in internal (e.g., domestic) security made after the 9/11 attacks with the changes made after the attacks on Pearl Harbor (SS10.2.1).

Conclusions

Our goal in this study is to examine the ways in which 9/11 and related content are included in state social studies standards. Our goal is not to advocate for more detailed standards or to present states that do not include 9/11 as negligent. We do, however, recognize the power of these standards in guiding what is taught in high school social studies classrooms and as a form of “official knowledge” that becomes part of the national historical narrative. This is especially true in those states that have high stakes social studies assessments. We therefore are interested in the content students are being engaged in and the nature of the intellectual work that these standards promote. A promising finding from this initial analysis is that it seems many states are including standards that ask students to go beyond the rote memorization of simple content related to 9/11. These states, at least in our view, provide opportunities for inquiry into the causes and effects of 9/11 on U.S. domestic and foreign policy and opportunities for students to examine issues related to security and civil liberties. We hope that our analysis helps to guide teachers and curriculum specialists in these states to think about how they engage students in the study of the 9/11 attacks and the US response, and to think more explicitly about how they can also teach

intellectual and democratic skills through thoughtful lesson surrounding these important issues and events.

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Appendix

1. Summary of Relevant Concepts Included in State Standards, 2011

	September 11th (direct reference to the attacks)	War on Terror	Terrorism	Patriot Act	Iraq	Afghanistan	bin Laden	Guantanamo	President George W. Bush	Homeland Security	Al Qaeda	Attack on Pearl Harbor
Alabama	X	X	X		X							
Alaska												
Arizona	X		X			X						
Arkansas	X		X	X		X				X		X
California												X
Colorado												
Connecticut				X								
Delaware												
D.C.	X		X		X	X				X		X
Florida	X			X	X	X						
Georgia	X	X	X		X	X			X		X	X
Hawaii	X		X									X
Idaho												
Illinois			X									
Indiana			X									
Iowa												
Kansas			X									X
Kentucky												
Louisiana	X		X		X	X				X	X	
Maine												

Maryland			X									X
Massachusetts	X		X									X
Michigan	X		X	X	X	X				X		
Minnesota	X	X	X	X	X	X	X		X			X
Mississippi			X	X								
Missouri												
Montana												
Nebraska												
	September 11th (direct reference to the attacks)	War on Terror	terrorism	Patriot Act	Iraq	Afghanistan	bin Laden	Guantanamo	Bush	Homeland Security	Al Quaeda	Pearl Harbor
Nevada	X	X		X	X							
New Hampshire												
New Jersey			X									
New Mexico												X
New York	X		X									X
North Carolina			X									
North Dakota			X		X							
Ohio	X		X									
Oklahoma	X		X	X	X	X				X		
Oregon												
Pennsylvania		X	X									
Rhode Island			X									
South Carolina	X		X									X

South Dakota	X		X									
Tennessee	X		X		X							
Texas	X	X	X	X							X	X
Utah			X									X
Vermont	X		X	X	X			X				
Virginia			X									X
Washington	X	X		X	X							
West Virginia			X		X	X				X		
Wisconsin												
Wyoming												
TOTAL	21	7	31	11	14	10	1	1	2	6	3	15

2. Detailed Information

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 (2004)	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	14	<p>Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present. (Examples: significant campaign issues; Nixon's policy of détente; pardon of Nixon; Iran hostage situation; Iran-Contra Affair; Libya; Gulf War; end of Cold War; September 11, 2001, terrorist attacks; War on Terrorism; war in Iraq).</p> <ul style="list-style-type: none"> • Tracing significant domestic policies and issues of presidential administrations from Richard Nixon to the present. • Describing technological, social, and economic changes occurring in the United States from the 1970s to the present.
12/ US Government	13	<p>Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.</p> <ul style="list-style-type: none"> • Discussing the changing role of the foreign policy of the United States (Examples: economic, scientific, humanitarian, cultural, technological, political). • Identifying positive and/or negative consequences of foreign policy decisions (Examples: shifting alliances as a result of foreign policy decisions, financial costs, terrorism, foreign stability). • Identifying traditional foreign policy allies of the United States and potential areas of current and future intervention.
State: ALASKA (2006)	Link for Standards: http://www.eed.state.ak.us/standards/pdf/standards.pdf	
Grade/Course	Standard #	Text/Language

No reference to the September 11th 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 World History: https://www.ade.az.gov/standards/sstudies/articulated/strand2.pdf US History: https://www.ade.az.gov/standards/sstudies/articulated/strand1.pdf US Govt: https://www.ade.az.gov/standards/sstudies/articulated/strand3.pdf	
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 (2006)	Link for Standards World History: http://arkansased.org/educators/pdf/world_hist_2006.pdf (Nothing found--see keywords below) US History: http://arkansased.org/educators/pdf/amer_hist_2006.pdf US Govt: http://arkansased.org/educators/pdf/amer_govt_2006.pdf	
Grade/Course	Standard #	Text/Language

HS/ American History	19 (13 th learning expectation)	Content Standard 19: Students shall examine the changes encountered between the Cold War and the present. <ul style="list-style-type: none"> Investigate the effects of the September 11, 2001, terrorist attack on the United States: <ul style="list-style-type: none"> Department of Homeland Security; Patriot Act; Transportation Security Act; Operation Enduring Freedom.
State: CALIFORNIA (1998)	Link for Standards: http://www.cde.ca.gov/be/st/ss/	
Grade/Course	Standard #	Text/Language
Have not been revised since 2001		
State: COLORADO (2009)	Link for Standards: Civics: http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Social_Studies_Adopted_12.10.09.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th 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.		
State: CONNECTICUT (2009)	Link for Standards: Social Studies: http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/ssfrmwk_10-6-09.pdf	

Grade/Course	Standard #	Text/Language
High School / Social Studies	1.1	Demonstrate an understanding of significant events and themes in United States history. <ul style="list-style-type: none"> Trace the evolution of citizens' rights (e.g., Palmer Raids, struggle for civil rights, women's rights movements, Patriot Act).
State: DELAWARE (1995, Clarifications approved 2010)	Link for Standards: http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/socialstudies.shtml	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th 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.		
State: DISTRICT OF COLUMBIA	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	
Grade/Course	Standard #	Text/Language

10 / World History & Geography II	10.15	<p>Era VII - The Cold War to the Present: Students analyze the major developments in the Middle East since World War II.</p> <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	<p>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.</p> <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	<p>Addressing Opportunities and Problems Under Home Rule Students analyze issues critical to the future of the city.</p> <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 (2008)	<p>Link for Standards: http://www.floridastandards.org/Standards/PublicPreviewBenchmark3431.aspx?kw=september</p>	
Grade/Course	Standard #	Text/Language

High School / American History	SS.912.A.7.15	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <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.
State: GEORGIA (2008)	<p>Link for Standards:</p> <p>American Govt/ Civics: https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/American%20Government%202009-2010%208-14-2008.pdf (nothing found)</p> <p>U.S. History: https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/United%20States%20History%202009-2010%208-14-2008.pdf</p> <p>World History: https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/World_History_2009-2010_8-14-08[09-15-09].pdf</p>	
Grade/Course	Standard #	Text/Language
High School / U.S. History	SSUSH25	<p>The student will describe changes in national politics since 1968.</p> <ul style="list-style-type: none"> • Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

High School / World History	SSWH20	<p>The student will examine change and continuity in the world since the 1960s.</p> <ul style="list-style-type: none"> Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.
State: HAWAII (2005)	Link for Standards: http://standardstoolkit.k12.hi.us/index.html	
Grade/Course	Standard #	Text/Language
10 / Social Studies	2	<p>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.</p> <ul style="list-style-type: none"> SS10.2.1: Use knowledge of historical periods to assess contemporary issues and decisions. Sample Performance Assessment: 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.

10/ Social Studies	3	<p>United States History: Understand important historical events during the 20th century.</p> <ul style="list-style-type: none"> • Explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world. <ul style="list-style-type: none"> ○ Sample Performance Assessment: The student describes global (e.g., terrorism, the uncertainty of where threats of national security come from) and economic (e.g., the expanding national debt, NAFTA) challenges in the post Cold War.
State: IDAHO (2009)	<p>Link for Standards: World History http://www.sde.idaho.gov/site/content_standards/ss2010/6th%20-%2009th%20World%20History%20and%20Civilization.pdf (nothing found) Government (http://www.sde.idaho.gov/site/content_standards/ss2010/9th%20-%202012th%20American%20Government.pdf (nothing found) U.S. History II http://www.sde.idaho.gov/site/content_standards/ss2010/9th%20-%202012th%20U.S.%20History%20II.pdf (nothing found)</p>	
Grade/Course	Standard #	Text/Language
<p>No reference to the September 11th 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.</p>		

State: ILLINOIS (2002) Descriptors based on 1985 goals	Link for Standards: http://www.isbe.state.il.us/ils/social_science/pdf/descriptor_6-12.pdf	
Grade/Course	Standard #	Text/Language
11/12	16B	Students who meet the standard understand the development of significant political events. J5: Evaluate the impact of global interdependence in addressing a contemporary political issue (e.g., terrorism, human rights).
State: INDIANA (2009)	Link for Standards: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml	
Grade/Course	Standard #	Text/Language
US History	USH.8.6	Analyze the impact of globalization on U.S. economic, political and foreign policy. (Government, Economics, Geography). <ul style="list-style-type: none"> • Example: Integration of financial markets, terrorism and dependence on foreign oil.
US Government	USG.4.9	Identify world issues, including political, cultural, demographic, economic and environmental challenges, that affect the United States foreign policy in specific regions of the world. <ul style="list-style-type: none"> • Example: Use technology to gather and present information about globalization, immigration, global climate change, terrorism and ethnic cleansing.

State: IOWA (2010)	Link for Standards: History: http://www.corecurriculum.iowa.gov/Discipline.aspx?C=Social+Studies&D=History Political Science/ Civic Literacy: http://www.corecurriculum.iowa.gov/Discipline.aspx?C=Social+Studies&D=Political+Science/Civic+Literacy	
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 (2005)	Link for Standards: http://www.ksde.org/Default.aspx?tabid=1715 http://www.ksde.org/LinkClick.aspx?fileticket=iPL_qBAzozk%3d&tabid=1715&mid=8016&forcedownload=true	
Grade/Course	Standard #	Text/Language

HS/ Social Studies	Benchmark 4	<p>The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States History (since 1990).</p> <ul style="list-style-type: none"> • Determines the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture). • Instructional Suggestions: Using newspapers and news magazines, read articles about acts of terrorism in the United States and around the world. Identify commonalities and differences in these attacks in terms of who, what, why, where, and how of the events.
State: KENTUCKY (2006)	Link for Standards: http://www.education.ky.gov/users/OTL/CCA_4_1_FINAL/CCA_41_SS_HS.doc	
Grade/Course	Standard #	Text/Language
<p>No reference to the September 11th attacks or other key content. These standards are organized around broad themes that include many conceptual examples. For example, "Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers)." 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.</p>		

State: LOUISIANA (2005, 2011 revised standards - preliminarily approve June 2011)	Link for Standards: http://doa.louisiana.gov/osr/lac/28V121/28v121.pdf http://www.louisianaschools.net/lde/uploads/17816.pdf	
Grade/Course	Standard #	Text/Language
US History	GLE 58	Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education).
World History	GLE 48	Describe terrorist movements in terms of their proliferation and impact on politics and societies.
American History (2011 draft)	AH.6.6	Define and trace the development of domestic and foreign terrorism and analyze its effect on America's way of life. <ul style="list-style-type: none"> • Oklahoma City bombing • 9/11 • homeland security • Islamic terrorist organizations
	AH 1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • differing political, social, religious, or economic context • similar issues, actions, and trends • both change and continuity • anti-Japanese American sentiment during WWII vs. anti-Muslim American sentiment after 9/11

	AH 6.3	Trace the development of the U.S. relationships with Middle East countries. <ul style="list-style-type: none"> • Israel • Iran • Iraq • Afghanistan
World History (2011 draft)	WH 7.6	Analyze terrorist movements in terms of their proliferation and political, economic and social impact. <ul style="list-style-type: none"> • Palestinian Liberation Organization • Al-Qaeda • Taliban • Irish Republican Army
World Geography (2011 draft)	WG.4.4	Evaluate the effect of one group’s culture or experiences on their perception of people and cultures from other places. <ul style="list-style-type: none"> • Holocaust/pogroms • Ukrainian famine • South Africa/apartheid • Sudan/Darfur • 9/11—anti-Muslim sentiment • Japanese internment camps
State: MAINE (1997) (2007: Learning Results; Parameters for Essential Instruction)	Link for Standards: http://www.state.me.us/education/lres/ss.htm http://www.maine.gov/education/lres/pei/ss102207.pdf http://www.maine.gov/education/lres/pei/ch132_0708.pdf	

Grade/Course	Standard #	Text/Language
<p>No reference to the September 11th 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).</p>		
<p>State: MARYLAND (2010)</p>	<p>Link for Standards: US History: http://mdk12.org/assessments/hsvsc/us_history.html http://mdk12.org/assessments/hsvsc/government.html</p>	
Grade/Course	Standard #	Text/Language
<p>HS / US History</p>	<p>6</p>	<p>Students will demonstrate understanding of the cultural, economic, political and social developments from 1981 to the present.</p> <ul style="list-style-type: none"> • 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/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 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 (2007)	<p>Link for Standards: http://www.michigan.gov/documents/mde/SS_HSCE_210739_7.pdf</p>	
Grade/Course	Standard #	Text/Language
HS / Civics	2.2	<p>Foundational Values and Constitutional Principles of American Government</p> <ul style="list-style-type: none"> • 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).

HS / Civics	4.2	<p>U.S. Role in International Institutions and Affairs</p> <ul style="list-style-type: none"> Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy).
HS / US History & Geography	9.2	<p>Changes in America's Role in the World</p> <ul style="list-style-type: none"> 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).
State: MINNESOTA (2005)	<p>Link for Standards: http://education.state.mn.us/mdeprod/groups/Standards/documents/LawStatute/006219.pdf</p>	
Grade/Course	Standard #	Text/Language
HS/ US History	I.K.2	<p>The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.</p> <ul style="list-style-type: none"> Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.

HS / US History	I.O (Example for Benchmark)	<p>The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21st century.</p> <ul style="list-style-type: none"> • ...the Patriot Act...9-11; Afghanistan, Taliban, Osama Bin-Laden; War on Terrorism; second Iraq War • ...terrorism & civil liberties
HS / World History	III.I.1	<p>The student will identify challenges and opportunities as we enter the 21st century.</p> <ul style="list-style-type: none"> • Students will demonstrate knowledge of the continuing impact of September 11, 2001.
HS/ Government and Citizenship	VII.A.2 (Example for Benchmark)	<p>The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.</p> <ul style="list-style-type: none"> • Web pages, editorials, letters to the editor, political cartoons, news and entertainment, political oratory such as: ... President Bush's speech about the 9/11 attacks on the United States.
HS/ Government and Citizenship	VII.D (Example for Benchmark)	<p>The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.</p> <ul style="list-style-type: none"> • 4. International-foreign policy, War on Terrorism, Privacy rights, Affirmative Action

State: MISSISSIPPI (2004) **also updated for 2011, (no references)	Link for Standards: (2004) http://www.mde.k12.ms.us/acad/id/curriculum/ss/2004_Framework/9-12.doc (see below) (2011) http://www.mde.k12.ms.us/ACAD/ID/Curriculum/ss/final%202011%20K-12%20social%20studies%20Framework%20cleared%20APA.pdf (nothing found) ** The 2011 Standards Documents did not include the "Suggested Teaching Strategies" and "Suggested Assessments" included in the 2004 Standards Documents. It was in these sections that the following 9/11 related content were found. The 2011 Standards do not refer to 9/11 or terrorism.	
Grade/Course	Standard #	Text/Language
HS / World History (2004)	Middle East Crises Unit Standard 4.c	Suggested Teaching Strategy: Research and debate policy regarding terrorism.
HS / Law related education (2004)	6.b	Suggested Teaching Strategy: Students will role-play opposing view points to a specific law or conflict (e.g., separation of church and state, Patriot Act, etc.).
State: MISSOURI (2007)	Link for Standards: http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_cle_0907.pdf http://dese.mo.gov/divimprove/curriculum/frameworks/ss.html	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. These standards are extremely broad with little to no specific reference to content beyond conceptual or general description (e.g., documents shaping constitutional democracy).		

State: MONTANA (2000, proposed revision '11- '12)	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 (2003)	Link for Standards: http://www.nlc.state.ne.us/epubs/E2000/R057-2003.pdf	
Grade/Course	Standard #	Text/Language
No reference to the September 11 th attacks or other key content. Standards include broad objectives with some specific content examples, but examples are not intended to be exhaustive or directive as to all that should be taught to meet the standard. Example: "Differentiate the development of world economic associations (e.g., E.C., NAFTA, WTO, World Bank, IMF)."		
State: NEVADA (2008)	Link for Standards: http://www.doe.nv.gov/Standards/SocialStudies/CompleteStandardsDec2008.pdf	
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"> • 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)	Link for Standards: http://www.education.nh.gov/instruction/curriculum/social_studies/docume nts/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 (2009)	Link for Standards: http://www.state.nj.us/education/cccs/2009/std6_ss.doc	

Grade/Course	Standard #	Text/Language
High School / Social Studies	6.1 U.S. History: America in the World.	<p>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.</p> <ul style="list-style-type: none"> 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.
	6.2 World History: Global Studies	<p>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.</p> <ul style="list-style-type: none"> Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
State: NEW MEXICO (2009)	Link for Standards: http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%209-12.pdf	
Grade/Course	Standard #	Text/Language

No reference to the September 11th 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 (1996, 1999, 2002)	Link for Standards: http://www.p12.nysed.gov/ciai/socst/ssrg.html	
Grade/Course	Standard #	Text/Language
**Not included in the standards, which were approved in 1996, but September 11 th and terrorism are included as an example in the "Participation in Government" core curriculum for 12 th grade approved in 2002. The core curriculum is the guidance document for the 12 th grade government/civics course of study.		
12 th Grade Participation in Government	Unit D: Legal Obligations	<p>Content: Given the impact of September 11, 2001 events, students should have opportunities to explore the tensions that exist between the need for national security and the protection of individual liberties in wartime and peacetime.</p> <p>Connecting Activities and Questions: Students can take and defend positions on the constitutionality of a recent or historical public policy that posed a conflict between security and liberty. Policy topics might include: loyalty oaths, conscientious objection, women in combat, gays in the military, and homeland or domestic security against terrorism.</p>
State: NORTH CAROLINA (2006)	Link for Standards: http://www.ncpublicschools.org/docs/curriculum/socialstudies/scos/socialstudies.pdf	
Grade/Course	Standard #	Text/Language

High School / Social Studies	COMPTECY GOAL 12	The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period. <ul style="list-style-type: none">Assess the impact of twenty-first century terrorist activities on American society.
State: NORTH DAKOTA (2007)	Link for Standards: http://www.dpi.state.nd.us/standard/content/sstudies/SS.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) http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=91441 (2010 revisions)	
Grade/Course	Standard #	Text/Language
HS / American History	28 (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 / 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 (2010)	Link for Standards: http://sde.state.ok.us/curriculum/pass/Subject/socstud.pdf	
Grade/Course	Standard #	Text/Language
US History	3L	<p>Analyze the economic, social, and political transformation within the United States since World War II.</p> <ul style="list-style-type: none"> Evaluate the rise of terrorism and its impact on the United States; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; and the policies and actions of the U. S. Government to respond to and counter terrorism (e.g., PATRIOT ACT and the creation of the Department of Homeland Security). Compare and assess the causes, conduct, and consequences of the U.S.-led wars in Afghanistan and Iraq.

World History	17.6	<p>The student will evaluate post-World War II global and contemporary events.</p> <ul style="list-style-type: none"> Evaluate the rise of terrorism in the United States and around the world; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; and the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; the train attacks in Madrid on March 11, 2004; the subway bombings in London on July 7, 2005; the attack in Mumbai, India on November 27, 2008; airplane and ship hijackings; and the policies and actions of the U.S. Government to respond to and counter terrorism (e.g., PATRIOT ACT and the creation of the Department of Homeland Security).
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State: OREGON (2011)	Link for Standards: http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx http://www.ode.state.or.us/teachlearn/real/documents/ss.pdf	
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Grade/Course	Standard #	Text/Language
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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."		
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State: PENNSYLVANIA (2009)	Link for Standards: Civics & Government: http://www.pdesas.org/main/fileview/Academic_Standards_for_Civics_and_Government_(Secondary).pdf (nothing found) http://www.pdesas.org/main/fileview/Academic_Standards_for_History_(Secondary).pdf (nothing found) http://teachinghistory.org/national/pennsylvania/21403 (see below)	
Grade/Course	Standard #	Text/Language
HS / Social Studies	8.3.12	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: <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).
State: RHODE ISLAND (2008)	Link for Standards: http://www.ride.ri.gov/Instruction/DOCS/CIVICS/RI_Civics_GSEs_K-12_Final_Version.pdf	

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> <ul style="list-style-type: none"> • Students demonstrate an understanding of the many ways earth's people are interconnected by: • analyzing and evaluating a contemporary or historical issue (e.g. free trade vs. fair trade, access to medical care, and terrorism).
State: SOUTH CAROLINA (2011)	<p>Link for Standards: http://ed.sc.gov/agency/pr/Standards-and-Curriculum/old/cso/social_studies/documents/SSStand2011.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	<p>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.</p> <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 (2006)	Link for Standards: http://doe.sd.gov/contentstandards/documents/SocialStudies_9-12.pdf http://www.doe.sd.gov/ContentStandards/documents/Full_Social%20Studies.pdf	
Grade/Course	Standard #	Text/Language
High School / US History	US.1.1	<p>Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <ul style="list-style-type: none"> • Identify foreign events, policies, and issues from 1990 to present-day as they relate to U.S. History. <ul style="list-style-type: none"> ○ Examples: Middle East events-Gulf Wars, Fall of Berlin Wall, 9/11, Bosnia situation, Afghanistan, North Korea, terrorism.

High School / World History	W.2.1	Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other. Nationalism, militarism, civil war, and terrorism in today's world.
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<p>High School / World History</p>	<p>Performance Descriptor: Proficient Basic</p>	<p>Define the key distinguishing features of mercantilism, imperialism, absolutism, constitutionalism, nationalism, militarism, civil war, terrorism, modern democracies, and dictatorships.</p> <p>Match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.</p>
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State: TENNESSEE (year unknown)	Link for Standards: Contemporary Issues: http://state.tn.us/education/ci/ss/doc/SS_3435.pdf Modern History: http://state.tn.us/education/ci/ss/doc/SS_3403.pdf Government: http://state.tn.us/education/ci/ss/doc/SS_3407.pdf (none found) United States History: http://state.tn.us/education/ci/ss/doc/SS_3405.pdf (none found) World History: http://state.tn.us/education/ci/ss/doc/SS_3401.pdf (none found)	
Grade/Course	Standard #	Text/Language

High School / Contemporary Issues	1. Culture 5. History	<p>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 of and respect for the variety of human cultures.</p> <ul style="list-style-type: none">• Sample Tasks: Students will research different types of media, interview providers, recipients of the story and author an editorial critique (e.g., issue: election of 2000, 9/11, or the Iraq crisis). <p>History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decision in contemporary life can be based.</p> <ul style="list-style-type: none">• Performance Indicator: 5.1 Recognize the impact of traumatic effects of destructive events on human society.<ul style="list-style-type: none">○ At Level 1, the student is able to identify past and current wars and conflicts and causal factors; identify events of terrorism (e.g., causes, costs, perspectives).
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High School / Modern History	4. Governance and Civics	<p>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> <ul style="list-style-type: none"> • Learning Expectation 4.3: Understand the impact of terrorist actions on increased government control of its civilian populations, especially in the wake of the events of September 11, 2001. • Performance Indicator 4.3 <ul style="list-style-type: none"> ○ At Level 1, the student is able to list major terrorist organizations and actions since the 1970's. ○ At Level 2, the student is able to describe changes in civil liberties in countries throughout the world since September 11, 2001. ○ At Level 3, the student is able to weigh the relative importance of personal security versus civil liberties in the contemporary world.
State: TEXAS (2010)	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.	<p>The student understands changes over time in the role of government. The student is expected to:</p> <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 (2002)	Link for Standards: US History II: http://www.uen.org/core/txFfile.do?courseNum=6250&fname=SocialStudies6250USHistoryGovernment.pdf US Government & Citizenship: http://www.uen.org/core/txFfile.do?courseNum=6210&fname=SocialStudies6210USGovernment.pdf (nothing found)	
Grade/Course	Standard #	Text/Language
High School / US History II	10	The students will understand the economic and political changes of contemporary America. <ul style="list-style-type: none"> Determine how politics was changed by the end of the Cold War. <ul style="list-style-type: none"> Analyze the impact of international terrorism on the United States.
State: VERMONT (2004)	Link for Standards: http://education.vermont.gov/new/pdfdoc/pubs/grade_expectations/history_social_sciences.pdf http://education.vermont.gov/new/pdfdoc/pubs/grade_expectations/rtf_doc_files/history_social_sciences/grades_9-12.doc	
Grade/Course	Standard #	Text/Language

High School / Economics	19	<p>Students show understanding of the interconnectedness between government and the economy by...</p> <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, Government, and Society	15	<p>Students show understanding of various forms of government by...</p> <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).
High School / Civics, Government, and Society	16	<p>Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • 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). • 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).

State: VIRGINIA (2008)	<p>Link for Standards (we did not include the Curriculum Framework):</p> <p>US History II: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_ushistory_1865-present.pdf (nothing found)</p> <p>Civics & Economics: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_civics_economics.pdf (nothing found)</p> <p>World History II: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_worldhistory_geography_1500-present.pdf (see below)</p> <p>VA & US History: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_va_ushistory.pdf (see below)</p> <p>VA & US Government: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_va_usgov.pdf (nothing found)</p>
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Grade/Course	Standard #	Text/Language
High School / World History II	16	<p>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by:</p> <ul style="list-style-type: none"> d) analyzing the increasing impact of terrorism.
High School / VA & US History	15	<p>The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by</p> <ul style="list-style-type: none"> f) assessing the role of the United States in a world confronted by international terrorism.

State: WASHINGTON (2008)	Link for Standards: http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf	
Grade/Course	Standard #	Text/Language

<p>High School / History</p>	<p>4 (History)</p>	<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> <p>4.1 Component 4.1: Understands historical chronology.</p> <p>4.1.2 Understands how the following themes and developments help to define eras in U.S. history:</p> <p>Example: Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy.</p> <p>4.3: Understands that there are multiple perspectives and interpretations of historical events.</p> <p>Evaluates the ramifications of mono-causal explanations of contemporary events in the world.</p> <p>Example: Weighs the validity of the attacks on 9/11 being the sole cause of the War on Terror.</p> <p>4.4: Uses history to understand the present and plan for the future.</p> <p>4.4.1 Evaluates positions on a current issue based on an analysis of history.</p> <p>Example: Critiques different positions on the Patriot Act based on an analysis of the effects of the Alien and Sedition Acts.</p>
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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.
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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 (2009)	Link for Standards: http://wvde.state.wv.us/policies/p2520.4.pdf	
Grade/Course	Standard #	Text/Language

11 / Social Studies	1. (Citizenship)	<p>Performance descriptors:</p> <ul style="list-style-type: none"> • Eleventh grade students performing at the distinguished level in citizenship: <ul style="list-style-type: none"> ○ analyze arguments on significant issues like terrorism, religious conflict, and weapons of mass destruction. • Eleventh grade students performing at the above mastery level in citizenship: <ul style="list-style-type: none"> ○ debate arguments on significant issues like terrorism, religious conflict, and weapons of mass destruction.
11 / Social Studies	(1. Citizenship) SS.O.11.01.04	<p>Students will:</p> <ul style="list-style-type: none"> • develop positions and formulate actions on the problems of today and predict challenges of the future (e.g., terrorism, religious conflict, weapons of mass destruction, population growth).

11 / Social Studies	(5. History) SS.O.11.05.04 SS.O.11.05.13	Students will: <ul style="list-style-type: none"> • analyze and explain the political, social and economic causes and consequences of American involvement in these major conflicts and challenges of the 20th and 21st Century: <ul style="list-style-type: none"> ○ ...Operation Enduring Freedom/Afghanistan military crisis. ○ ...Operation Iraqi Freedom/War in Iraq. • examine and analyze the causes and consequences of regional conflicts (e.g., Middle East, Latin America, Africa, Europe), assess their influence on the rise of terrorism/extremist groups, and anticipate the future effects of the conflicts and the extremist groups.
12 / Social Studies	(1. Citizenship) SS.C.O.12.01.09	Students will: <ul style="list-style-type: none"> • evaluate, take and defend a position involving a conflict between an individual freedom and the common good regarding specific current issues (homeland security, civil liberties, human rights, race, gender, etc.).
12 / Social Studies	(2. Civics) SS.C.O.12.02.24	Students will: <ul style="list-style-type: none"> • identify and research "terrorist states" that house terrorist organizations and condone their activities, and recognize the perspectives of policymakers worldwide and how they are influenced by these states and their activities.

12 / Social Studies	(4. Geography) SS.G.O.12.04.12	Students will: <ul style="list-style-type: none"> discuss global geographical situations (economic, social, and political) and their implications (e.g., global warming, endangered species, terrorism, air pollution, habitat destruction, floods, resource distribution).
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State: WISCONSIN (2008)	Link for Standards: History- content standards: http://dpi.wi.gov/standards/ssstanb.html (nothing found) History- performance standards: http://www.dpi.state.wi.us/standards/ssb12.html (nothing found) Political Science & Citizenship- content standards: http://dpi.wi.gov/standards/ssstanc.html (nothing found) Political Science & Citizenship- performance standards: http://dpi.wi.gov/standards/ssc12.html (nothing found)
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Grade/Course	Standard #	Text/Language
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No reference to the September 11th 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 (2008)	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_PDF.sflb.ashx
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Grade/Course	Standard #	Text/Language
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No reference to the September 11th 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."

Methodology

Our most recent stage of the study examines state 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.¹

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.¹

Notes

¹ Our previous research on 9/11 related curricula has been published in the following articles and book chapters:

Hess, D., & Stoddard, J. (2011). 9/11 in the curricula: A retrospective. *The Social Studies* 102, 175-179.

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- Stoddard, J., Hess, D., & Hammer, C. (2011). The challenges of writing "first draft history": The evolution of the 9/11 attacks and their aftermath in school textbooks in the United States. In Yates, L. and Grumet, M. (eds). *2011 World Yearbook of Education: Curricula in today's world: Identities, politics, work, and knowledge*, (pp. 223-236). New York: Routledge.
- Hess, D., Stoddard, J. & Murto, S. (November 2008). Examining the Treatment of 9/11 and Terrorism in High School Textbooks. In J. Bixby & J. Pace (Eds.) *Educating Democratic Citizens in Troubled Times: Qualitative Studies of Current Efforts* (pp. 192-226). Albany, NY: SUNY Press.
- Hess, D. & Stoddard, J. (2007). 9/11 and terrorism: "The ultimate teachable moment" in textbooks and supplemental curricula. *Social Education*, *71*(5), 231-236.
- Hess, D. (2009). *Controversy in the classroom: The democratic power of discussion* (Chapter 8). New York: Routledge.

² There are a few states that have not updated their official standards since 2001, but have revised standard-supporting documents. 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 curricula planning. We included these documents for New York, Delaware, and Maine. We also looked at both the 2004 and 2011 versions of the Mississippi standards as references to 9/11 and terrorism were included in a curricula framework portion of the standards document that was not included in the 2011 version, which means that the current edition does not include direct references to 9/11 or terrorism. We did not include supplemental curricula documents from other standards outside of what was included in their published standards documents, which vary greatly from state to state. We also included the Louisiana (2011) standards documents that were not fully approved, but had received preliminary approval at the time of this report, to include the most up to date data possible.