

Is There a Place For LGBT History and Civil Rights in the 3-8 Classroom?: A Review of State Social Studies Standards

Liberal and humane values are neither revealed truths nor natural habits. There is no evidence that we are born with them. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint and self-respect—all these must be taught and learned and practiced. They cannot be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

- *Massachusetts History and Social Science Curriculum Framework, August 2003*

The purpose of this review is to determine whether or not state standards for social studies support the inclusion of LGBT history and civil rights for grades 3-8. BrainPop Inc. has asserted that the state standards, as currently written, do not support the publishing of a stand-alone video on LGBT history and civil rights.

Generally speaking, we choose topics that satisfy standards in multiple states, across multiple grades within our target band of 3rd-8th grade. ... [I]t seems that at present only four states, including New York, have specific standards around LGBT rights. Every one of those standards is at the high school level. While there are high school classrooms that use BrainPOP, we do not create topics that are applicable only to those grades.¹

The company's review of the standards has led to plans to revise a portion of their current video on [Civil Rights](#) to "better highlight the connection between the historical movement of the 1960s and the activism it inspired in subsequent generations," which will "naturally include the LGBT Rights movement."² The company is also exploring "Human Rights" as a future topic, but has stopped short of committing to the development of a stand-alone video highlighting LGBT history and/or civil rights.

So do state standards support the inclusion of classroom content on LGBT history and civil rights? I will address that question in two parts: (1) Is there explicit mention of LGBT history and civil rights in any of the 3rd-8th grade state standards? (2) Are any state standards fulfilled by the topical study of LGBT history and civil rights?

The answer to the first question is "yes." Both New York and California explicitly mention LGBT history and civil rights in their state standards. The 8th grade standards for New York include the standard, "Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community." In California, students in Grade 4 are expected to have an understanding of the full breadth of the LGBT rights movement:

... the emergence of the nation's first gay rights organizations in the 1950s. In the 1970s, California gay rights groups fought for the right of gay men and women to teach, and, in

¹ J, Feldman, personal communication (email), Thursday, April 07, 2016

² J, Feldman, personal communication (email), Thursday, April 07, 2016

the 2000s, for their right to get married, culminating in the 2013 and 2015 U.S. Supreme Court decisions *Hollingsworth v. Perry* and *Obergefell v. Hodges*.

Although these findings refute BrainPop's initial review, they nonetheless do not conform to BrainPop's requirement that "multiple states" include a topic in order for it to be considered. Since "multiple states" is a vague criteria, I did a comparison by searching for explicit mention of "Hispanic Heritage"³ -- a stand-alone category on BrainPop that has 18 sub-topic videos. In all, fourteen states had explicit mention of Hispanic heritage. However four of those states, Georgia, North Dakota, Texas, and Virginia, were included solely based on the mention of Cesar Chavez. Still, using that strict measure of whether or not a topic is mentioned in the standard, Hispanic Heritage outweighs the mention of LGBT heritage significantly.

The second question -- Are any state standards fulfilled by the topical study of LGBT history and civil rights? -- has significantly greater support in the standards. Nearly all states include mention of a core understanding of "Rights and Responsibilities." The rights of the LGBT have been adjudicated in the Supreme Court of the United States, which by definition place those rights among the "rights" that must be learned by the citizenry. Several states go further, however, in providing a framework for studying LGBT history and civil rights as a topic. Colorado standards instruct students to "Analyze the changing definition of citizenship and give examples of the expansion of rights." Connecticut has broad language that would seemingly support all rights movements: "Identify how the beliefs and actions of people and groups have made a difference through their commitment to the democratic values of equality, justice, individual rights, and the common good." Similarly, Georgia standards state: "The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy." Several other examples highlight respect for diversity, the protection of rights, and a knowledge of historic Supreme Court cases that promote both:

Illinois: "Compare the means by which individuals and groups change societies, promote the common good, and protect rights."

Louisiana: "Identify the rights and responsibilities of citizenship in making the nation a better place to live."

Maine: "Analyze examples of the protection of rights in court cases or from current events."

New Hampshire: "Why is it important for all people to be treated equally no matter what their differences are? Is a multicultural society viable? How do changing patterns in social and political relations initiate social movements?"

Rhode Island: "Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by..."

³ Keywords included: Latino, Hispanic, Cesar Chavez

- identifying an issue, proposing solutions, and developing an action plan to resolve the issue
- identifying the impact of an historic court case

Vermont: “Identifying a current or historic issue related to basic human rights.”

Washington: “Respect for the values of a diverse and democratic society motivates students to safeguard their own rights and the rights of others and to fulfill their responsibilities as citizens in a democracy.”

At the outset of this review, I began with the broad question: Do the state standards support the inclusion of classroom content on LGBT history and civil rights? A far more pressing question, however, is whether or not there is compelling rationale for *excluding* LGBT history and civil rights. Elliot Eisner famously theorized that there is learning not only in what is explicitly taught, but also in what is excluded, what he termed the “null curriculum.” -- “... the options students are not afforded, the perspectives they may never know about.”⁴

When students observed that LGBT rights were not included in BrainPop’s content offerings despite the inclusion of other rights movements, they were making an observation about the null curriculum. Eisner describes the potential consequences of such a void:

It is my thesis that what schools do not teach may be as important as what they do teach. I argue this position because ignorance is not simply a neutral void; it has important effects on the kinds of options one is able to consider, the alternatives that one can examine, and the perspectives from which one can view a situation or a problem. The absences of a set of considerations or perspectives or the inability to use certain processes for appraising a context biases the evidence one is able to take into account. A parochial perspective or simplistic analysis is the inevitable progeny of ignorance.⁵

The LGBT rights movement has fought ignorance and its counterpart, hate, for decades. Like all other rights movements before it, it is a struggle of people trying to move from marginalized to recognized. As the Massachusetts State standards implore, “[a] devotion to human dignity and freedom, equal rights [and] justice,” cannot be taken for granted, it must be explicitly taught. Students are inviting BrainPop to be a part of that teaching, a noble aspiration, indeed.

Colin Schumacher

M.A. Curriculum & Teaching, Policy Studies, Teachers College, Columbia University
Teacher & Advisor, Students 4 LGBT Rights Now

⁴ Eisner E. W. *The Educational Imagination: On the Design and Evaluation of School Programs*. New York: Macmillan Publishing Co., third edition, 1994.

⁵ Eisner E. W. *The Educational Imagination: On the Design and Evaluation of School Programs*. New York: Macmillan Publishing Co., third edition, 1994.

A Review of the Social Studies Standards by State

[Alabama - Social Studies Standards](#)

[Alaska - Standards 4th Edition](#)

[Arizona - Social Studies Standards](#)

[Arkansas - Social Studies Curriculum Frameworks](#)

[California - 2014-2016 Draft History-Social Studies Standards](#)

[Colorado - Social Studies Academic Standards](#)

[Connecticut - Elementary and Secondary Social Studies Standards](#)

[Delaware - Standards For Social Studies](#)

[Florida - Social Studies Standards](#)

[Georgia - Social Studies Standards](#)

[Hawaii - Social Studies Standards](#)

[Idaho - Social Studies Content Standards](#)

[Illinois - Learning Standards for Social Science](#)

[Indiana - Social Studies Standards](#)

[Iowa - Core Social Studies Standards](#)

[Kansas - College and Career Ready Standards for History, Government, and Social Studies K-12](#)

[Kentucky - Draft Social Studies for the Next Generation Kentucky Academic Standards](#)

[Louisiana - Social Studies Standards](#)

[Maine - Social Studies Standards](#)

[Maryland - Social Studies Standards](#)

[Massachusetts - History and Social Science Standards](#)

[Michigan - Social Studies Standards](#)

[Minnesota - Social Studies State Standards](#)

[Mississippi - Social Studies Framework](#)

[Missouri - Social Studies Standards](#)

[Montana - Social Studies Content Standards](#)

[Nebraska - Social Studies Standards](#)

[Nevada - Social Studies Standards](#)

[New Hampshire - State Social Studies Framework](#)

[New Jersey - Core Curriculum Content Standards Social Studies](#)

[New Mexico - Social Studies Standards](#)

[New York - Social Studies Standards](#)

[North Carolina - Social Studies Standards](#)

[North Dakota - Social Studies Standards](#)

[Ohio - Social Studies Standards](#)

[Oklahoma - Social Studies Standards](#)

[Oregon - Social Science Standards](#)

[Pennsylvania - Social Studies](#)

[Rhode Island - Social Studies Standards](#)

[South Carolina - Social Studies Standards](#)

[South Dakota - Social Studies Standards](#)

[Tennessee - Social Studies Standards](#)

[Texas - Social Studies Standards](#)

[Utah - Social Studies State Standards](#)

[Vermont - History and Social Sciences](#)

[Virginia - History and Social Science](#)

[Washington - Social Studies Standards](#)

[West Virginia - Social Studies Standards](#)

[Wisconsin - Social Studies Standards](#)

[Wyoming - Content and Performance Standards for Social Studies](#)

[Alabama - Social Studies Standards](#)

LGBT References	Hispanic References
No References	Grade 5: Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics .

- “Identify rights and responsibilities of citizens within the local community and state.”

[Alaska - Standards 4th Edition](#)

LGBT References	Hispanic References
No References	No References

- “A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.”

[Arizona - Social Studies Standards](#)

LGBT References	Hispanic References
No References	Grade 3 - PO 1. Recognize that individuals (e. g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others. Grade 4 - PO 4. Describe the impact of Native Americans, Hispanics , and newcomers from the United States and the world on the culture of Arizona (e.g., art,

	language, architecture, mining, ranching).
--	--

- “Rights, Responsibilities, and the Role of Citizenship”

[Arkansas - Social Studies Curriculum Frameworks](#)

LGBT References	Hispanic References
No References	No References

- “Students will analyze civic rights, roles, and responsibilities.”

[California - 2014-2016 Draft History-Social Studies Standards](#)

LGBT References	Hispanic References
<p>Grade 2 - Through studying the stories of a very diverse collection of families, such as immigrant families, families with lesbian, gay, bisexual, or transgender parents and their children, families of color, step- and blended families, families headed by single parents, extended families, families with disabled members, families from different religious traditions, and adoptive families, students can both locate themselves and their own families in history and learn about the lives and historical struggles of their peers.</p> <p>Grade 4 - ... and the emergence of the nation’s first gay rights organizations in the 1950s. In the 1970s, California gay rights groups fought for the right of gay men and women to teach, and, in the 2000s, for their right to get married, culminating in the 2013 and 2015 U.S. Supreme Court decisions <i>Hollingsworth v. Perry</i> and <i>Obergefell v. Hodges</i>.</p> <p>...and Harvey Milk, a New Yorker who was elected to the San Francisco Board of Supervisors in 1977 as California’s first openly gay public official.</p>	<p>Grade 4 - Students learn about the role of immigrants, including Latino and Filipino Americans, in the farm labor movement.</p> <p>Meanwhile, the stresses of war led to acts of prejudice and racism, including the Zoot Suit Riots of 1943 when American servicemen attacked Hispanics in Los Angeles, and the internment of Japanese-Americans during World War II.</p> <p>For instance, in the arena of agricultural labor, students will learn how Cesar Chavez, Dolores Huerta, and the United Farm Workers, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farmworkers.</p> <p>Grade 5 - These events provide important opportunities to focus on the Hispanic people of California and the Southwest, on the effects of these events on their lives, and on their distinctive contributions to American culture.</p> <p>Grade 8 - The rapid growth of the country in this period had important consequences for how people lived their lives. Beneath the surface of the Gilded Age, there was a dark</p>

	<p>side, seen in the activities of corrupt political bosses, in the ruthless practices of businesses, in the depths of poverty and unemployment experienced in the teeming cities, in the grinding labor of women and children in sweatshops, mills, and factories, in the prejudice and discrimination against African Americans, Hispanics, Catholics, Jews, Asians, and other newcomers, and in the violent repression of labor organizing, such as the Homestead Steel Strike in Pennsylvania and the Pullman Railway Strike.</p>
--	---

- “We want them to know their rights and responsibilities as American citizens, and have both the capacity and willingness to participate in our democratic system of government.”

[Colorado - Social Studies Academic Standards](#)

LGBT References	Hispanic References
No References	<p>Grade 3 - Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Hispanics influence the culture in Pueblo; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.</p>

- “The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.”
- “Analyze the changing definition of citizenship and give examples of the expansion of rights.”

[Connecticut - Elementary and Secondary Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- “Identify how the beliefs and actions of people and groups have made a difference through their commitment to the democratic values of equality, justice, individual rights, and the common good.”

- “Examine the lives of people who have promoted the common good including issues of equality, justice, and the rights of the individual.”
- “Create opportunities for learners to discuss civic values, engage in real-world problem solving, and make decisions that are respectful of the dignity and rights of individuals.”
- “Rights and Responsibilities of Citizens in Society (how citizens use evidence to influence others and make a difference)”

Delaware - Standards For Social Studies

LGBT References	Hispanic References
No References	No References

- “Students develop the skills which citizens must possess in order to discharge those responsibilities while protecting their rights and the rights of others.”

Florida - Social Studies Standards

LGBT References	Hispanic References
No References	No References

“Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.”

Georgia - Social Studies Standards

LGBT References	Hispanic References
No References	<p><u>Grade 3</u> - The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).</p>

“The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.”

Hawaii - Social Studies Standards

LGBT References	Hispanic References
No References	No References

“Describe roles and rights of citizenship and demonstrate responsibilities of citizenship.”

Idaho - Social Studies Content Standards

LGBT References	Hispanic References
No References	No References

- “Build an understanding that all people in the United States have rights and assume responsibilities.”
- “Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.”

LGBT References	Hispanic References
No References	No References

Illinois - Learning Standards for Social Science

LGBT References	Hispanic References
No References	No References

- “Compare the means by which individuals and groups change societies, promote the common good, and protect rights.”

LGBT References	Hispanic References
No References	No References

Indiana - Social Studies Standards

LGBT References	Hispanic References
No References	Grade 4 - 4.1.13 Identify and describe important events and movements that

	<p>changed life in Indiana from the mid-twentieth century to the present. Examples: The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</p>
--	---

- “Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good.”

[Iowa - Core Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action

[Kansas - College and Career Ready Standards for History, Government, and Social Studies K-12](#)

LGBT References	Hispanic References
No References	No References

- “The student will recognize and evaluate the rights and responsibilities of people living in societies.”

[Kentucky - Draft Social Studies for the Next Generation Kentucky Academic Standards](#)

LGBT References	Hispanic References
No References	No References

- “Analyze how human rights and global responsibility influence individual perspectives and societies when addressing governmental and societal issues.”

[Louisiana - Social Studies Standards](#)

LGBT References	Hispanic References
-----------------	---------------------

No References	No References
---------------	---------------

- Identify the rights and responsibilities of citizenship in making the nation a better place to live.

[Maine - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- “Analyze examples of the protection of rights in court cases or from current events.”

[Maryland - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- “Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality.”

[Massachusetts - History and Social Science Standards](#)

LGBT References	Hispanic References
No References	No References

- “Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.”

[Michigan - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

[Minnesota - Social Studies State Standards](#)

LGBT References	Hispanic References
No References	No References

- “The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.”

Mississippi - Social Studies Framework

LGBT References	Hispanic References
No References	Grade 4 - Analyze the impact and interactions among all groups throughout the history of Mississippi (e.g., European American, African American, Asian American, Native American, Hispanic , etc.). (DOK 3)

- Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).

Missouri - Social Studies Standards

LGBT References	Hispanic References
No References	No References

Montana - Social Studies Content Standards

LGBT References	Hispanic References
No References	No References

- Identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.

Nebraska - Social Studies Standards

LGBT References	Hispanic References
No References	No References

- “Students will identify and explain the responsibilities and rights of citizens in their communities.”

[Nevada - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- “Identify the individual and states rights protected by the Bill of Rights and their continuing significance.”

[New Hampshire - State Social Studies Framework](#)

LGBT References	Hispanic References
No References	Grades 3-4 - SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)

- “Why is it important for all people to be treated equally no matter what their differences are? Is a multicultural society viable? How do changing patterns in social and political relations initiate social movements?”
- “An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts.”

[New Jersey - Core Curriculum Content Standards Social Studies](#)

LGBT References	Hispanic References
No References	No References

[New Mexico - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

[New York - Social Studies Standards](#)

LGBT References	Hispanic References
-----------------	---------------------

Grade 8 - Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community .	No References
--	---------------

- Grade 3 - “Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action. Teachers must select at least three communities that may reflect the diversity of their local community for extensive study.”

[North Carolina - Social Studies Standards](#)

LGBT References	Hispanic References
No References	Grade 8 - Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos , Hmong, Africans, and American Indians)

[North Dakota - Social Studies Standards](#)

LGBT References	Hispanic References
No References	Grade 2 - Identify historic United States figures (e.g., George Washington, Benjamin Franklin, Susan B. Anthony, Abraham Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez , Sacagawea) and link them with their contributions.

[Ohio - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

[Oklahoma - Social Studies Standards](#)

LGBT References	Hispanic References
No References	Commemorate the contributions to the

	American nation of significant groups including National Hispanic History Month , Native American Heritage Month, and Black History Month.
--	---

[Oregon - Social Science Standards](#)

LGBT References	Hispanic References
No References	No References

[Pennsylvania - Social Studies](#)

LGBT References	Hispanic References
No References	No References

[Rhode Island - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...
 - identifying an issue, proposing solutions, and developing an action plan to resolve the issue
 - identifying the impact of an historic court case

[South Carolina - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

[South Dakota - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

Tennessee - Social Studies Standards

LGBT References	Hispanic References
No References	No References

Texas - Social Studies Standards

LGBT References	Hispanic References
No References	<p>Grade 5 - identify the accomplishments of individuals, and groups such Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Infantry Regiment who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.</p>

Utah - Social Studies State Standards

LGBT References	Hispanic References
No References	<p>Grade 4 - The history of Utah has been shaped by many diverse people, events, challenges, and ideas. People came to the land now known as Utah for many reasons, and from many different places around the world. The story of Utah includes American Indians, the Dominguez- Escalante exploration, explorers, trappers, Latinos, Mormon pioneers, Polynesians, Chinese, Japanese, Greeks, African-Americans, Middle Easterners, and many other groups seeking new homes, work and refuge.</p>

Vermont - History and Social Sciences

LGBT References	Hispanic References
No References	No References

- “Explaining how a community promotes human rights.”
- “Identifying a current or historic issue related to basic human rights.”
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the, community, nation, and world.

[Virginia - History and Social Science](#)

LGBT References	Hispanic References
No References	Grade 2 - The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez ; and j) Martin Luther King, Jr.

[Washington - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- Respect for the values of a diverse and democratic society motivates students to safeguard their own rights and the rights of others and to fulfill their responsibilities as citizens in a democracy.
- A commitment to civic participation is the result of social studies education that includes opportunities for students to understand and experience their own power to make a positive difference through service to their communities and the world.

[West Virginia - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

[Wisconsin - Social Studies Standards](#)

LGBT References	Hispanic References
No References	No References

- Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

- Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system.

[Wyoming - Content and Performance Standards for Social Studies](#)

LGBT References	Hispanic References
No References	No References