

# GLOSSARY

## KEY TERMS IN THE C3 FRAMEWORK

*The College, Career and Civic Life (C3) Framework for Social Studies State Standards* sets forth learning expectations and an inquiry arc that will be useful in guiding the development of state and local social studies standards and curriculum documents. This glossary defines and provides examples of key concepts and terms used in the C3 Framework. The examples are illustrative but are not exhaustive.

**Adapt to an environment:** People adapt to the opportunities and constraints of their environment, making relevant decisions based on their state of knowledge and technology.

**Example:** People settle in regions that provide resources needed for daily living. Settlement location choices are influenced by various factors, including climate and changes in technology. One example is the influence of air conditioning systems on where people choose to live.

**Argument (coherent, reasoned):** In the C3 Framework, an argument is a claim or collection of claims supported by relevant evidence, which can be considered an answer to the question investigated by the research. In historical research, a *coherent argument* is one in which the evidence cited supports the claim; a *reasoned argument* is one in which the evidence is used in a logical and critical way.

**Example:** In *Freedom From Fear: The American People in Depression and War, 1929-1945*, the historian David Kennedy develops the *reasoned argument* that U.S. isolation from the principal theaters of battle and the nation's superior economic ability allowed it to emerge successfully from World War II.

**Authority (authoritative source):** The legitimate power to influence or compel thoughts and actions. An *authoritative source* is a source acknowledged to be an accurate and reliable basis for identifying facts and constructing interpretations.

**Example:** The United States Constitution is an *authoritative source* on the structure of federal government in the United States.

**Banks:** Businesses that accept deposits and make loans.

**Example:** Family members or neighbors probably have checking or saving accounts at *banks* in the community. They deposit their money in these accounts to keep it safe. *Banks* offer ease of use through ATM cards, debit cards, and checks. *Banks* often pay interest on the money in these accounts. *Banks* use the deposits to make loans to other customers. Students may know friends or family who have obtained a loan from a *bank* to buy a house or a car.

**Barriers to trade:** Laws that limit imports or place taxes on imported goods and services in order to discourage imports and protect domestic profits and jobs.

**Example:** A tariff is a tax on imports that results in fewer imports being purchased. One consequence is that more domestic substitutes will likely be consumed.

**Benefits:** The gains from consuming and producing goods and services and making personal, business, and public choices. Benefits may be financial, or they may consist of other types of satisfaction.

**Example:** The purchase of a new bicycle results in increased satisfaction and enjoyment.

**Borrowing:** Taking money with a promise to repay the money in the future.

**Example:** Perhaps a brother, sister, or parent has *borrowed* money from a student and later repaid the money. Maybe a student has *borrowed* money from a brother, sister, friend, or parent. In commercial lending, the promise to repay includes the amount *borrowed* plus some interest—a payment for using the *borrowed* money.

**Capital goods:** Goods that have been produced and are used over and over again in the production process to produce other goods and services. Capital goods can also be called capital resources or physical capital.

**Example:** Tools, equipment, factories, office buildings, machines, desks in schools, interactive whiteboards, computers, and projectors are all examples of *capital goods*.

**Causes and effects (probable, multiple, complex, unexpected):** No historical event or development occurs in a vacuum; every one has prior conditions, and every one has consequences. Historians cannot test these in laboratories the way scientists can, but they can use historical evidence and reasoning to determine *probable* causes and effects. Events and processes often result from developments in many realms of life, including the social, political, economic, and cultural realms, and may have consequences that are broad, interconnected, and far-reaching, so that causes and effects are *multiple* and *complex*. The outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past have often been *unexpected*, not pre-determined.

**Example of probable causes:** *Probable causes* of the voyages of Columbus include Columbus's desire to reach the riches of Asia by sailing westward and the aims of the Spanish monarchs Ferdinand and Isabella to continue the expansion of Christianity, as well as other reasons listed as multiple causes below.

**Example of multiple causes:** *Multiple causes* of the voyages of Columbus include Columbus's personal ambition and desire to reach the riches of Asia by sailing westward; the aims of the Spanish

monarchs Ferdinand and Isabella to compete with Portugal in the race for direct access to spices and to continue the expansion of Christianity; the expansion of the Ottoman Empire that disrupted old trade routes and lessened the direct access of Western Europeans to silk, spices, and other Asian products; improvements in ship designs, including the adoption of new kinds of sails; and the development of the printing press, which allowed works by earlier geographers and travelers to be cheap and accessible to ship captains and merchants. Other factors also played a role, because no single cause led to Columbus's voyages.

**Example of complex effects:** *Complex effects* of the voyages of Columbus include all the developments that resulted from them, which have influenced nearly every aspect of today's globalized world.

**Example of unexpected effects:** The voyages of Columbus resulted in the widespread exchange of animals, plants, human populations, and diseases across the Atlantic in both directions, including corn, wheat, potatoes, tomatoes, coffee, cows, horses, turkeys, measles, and smallpox. Many results of the Columbian Exchange were *unexpected effects*, and some of the exchange was completely unintentional, such as the movement of invasive plant species that became pests.

**Change and Continuity:** The study of the past shows that some elements remained continuous or steady, while others changed. Thinking about change and continuity requires us to compare different points in time—either two points in time from the past with each other, or one from the past with the present. Sometimes the factors that change and those that stay the same are surprising or hidden. Change may bring progress, but it can also result in decline.

**Example:** The advent of electricity and household technology brought major *changes* to family life in the United States, but there were *continuities* as well. Doing laundry was much easier and less physically strenuous with washing machines, but laundry remained a household task that was almost always done by women, and the amount of clothing most people owned increased, so that the time taken to do laundry did not decrease significantly.

**Choice:** A decision made between two or more possibilities or alternatives.

**Example:** People make *choices* every day. They *choose* what to wear, what to eat, and what to do in their free time.

**Chronological sequence:** A list of historical events organized by the time and date of their occurrence. Ordering events in time is important to identifying relationships between events and historical context, and to understanding the development of processes across time in order not to view events in isolation.

**Example:** A *chronological sequence* of major events in African American history is: the 14<sup>th</sup> Amendment, Reconstruction, Jim Crow laws, rise of the Ku Klux Klan, World War II, and the Montgomery Bus Boycott.

**Civic virtues:** Principles and traits of character that enable citizens to contribute to the common good by engaging in political and civil society.

**Example:** Tolerance, adherence to law, opposition to tyranny, standing up for others' rights, and active participation in the community are *civic virtues*.

**Civil society:** The entire array of nongovernmental groups, associations, and institutions that citizens form and join, along with norms and values that underlie participation, such as cooperation, trust, and civility.

**Example:** The Parent Teachers Association in a school is part of *civil society*.

**Claims and counterclaims:** In the C3 Framework, claims are statements of belief or opinion rooted in factual knowledge and evidence that result from the analysis of sources in an inquiry. Counterclaims are statements that challenge or respond to claims, using evidence that contradicts a claim.

**Example:** Some economists *claim* that central government banks can effectively control economic growth by injecting capital into financial markets through buying and selling in bond markets. A *counterclaim* suggests that such interventions prevent capital markets from functioning properly and thus slow economic growth.

**Climate change:** Long-term significant variations in average weather conditions on Earth, particularly in temperatures and precipitation, that are caused by either natural or human induced processes.

**Example:** Alterations in the physical dynamics of Earth's atmosphere that affect the climate may result from natural phenomena, such as extensive volcanic eruptions, or human practices, such as burning fossil fuels.

**Climate variability:** Changes over time in patterns of weather and climate either globally or in a specific region of the world.

**Example:** Precipitation and temperature may change for varying times, resulting in dry and wet periods that influence the timing of planting and harvesting of food crops in specific regions affected.

**Collective action:** Activities undertaken by a group of people with a shared interest in promoting or encouraging change or progress on an issue about which members of the group agree.

**Example:** The Tea Party movement began as a *collective action* to limit government expenditures and taxes, and to oppose the expansion of the role of the federal government in areas such as health care.

**Communication network:** A pattern of links among points and pathways along which the movement and exchange of information takes place.

**Example:** Cell phone towers are located at sites chosen to facilitate the movement and reception of signals within areas served by the system.

**Comparative advantage:** The ability to produce at a lower opportunity cost than another producer.

**Example:** A producer with a *comparative advantage* in the production of wheat may have to give up less corn to produce wheat than other producers.

**Compelling question:** Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.

**Example:** Was the American Revolution revolutionary?

**Competition:** The ability of businesses and individuals to enter a market in an effort to compete to sell or buy a product. Competition results in attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources, or else to sell them. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers.

**Example:** New cell phones are produced on a regular basis by a wide variety of firms.

**Complex causal reasoning:** A type of logical thinking that explains how multiple events, ideas, or activities contribute to one another.

**Example:** An understanding of human migration patterns in the world today requires *complex causal reasoning* that takes into account local politics, economic factors, geographical conditions, climate, and social and cultural influences.

**Context:** The ideas, events, or related content that situate a concept, event, person, or idea in a relevant time, place, or intellectual sphere.

**Example:** The theory of communism emerged in the *context* of rapid industrialization and changing economic conditions in 19<sup>th</sup> century Western Europe.

**Core principles (in U.S. founding documents):** Fundamental ideas and ideals expressed in the Declaration of Independence, the Constitution, and other early and influential documents.

**Example:** Government by the consent of the governed, equality under law, and freedom of the press are *core principles in the founding documents* of the United States.

**Correct sequence (linear or non-linear):** The notion that a text (written or multimodal) has a recognizable path for readers to follow. These paths may be linear, as are most written print texts, or non-linear, as are most web-based texts with hyperlinks

**Example:** A conventional essay would likely have a linear reading path. Websites that represent the same essay text on multiple web-pages, and can be accessed in a variety of different sequences, would be non-linear.

**Corroborative value:** The extent to which information from one source that is used as evidence to support a claim supports information from another source.

**Example:** Economic data offers *corroborative value* in support of claims drawn from personal correspondence about the social impact of the Great Migration of African Americans from Southern cities and towns to Northern industrial areas in the early 20<sup>th</sup> century.

**Costs:** What an individual, business, organization, or government gives up when a choice is made. Costs may be financial or nonfinancial.

**Example:** When a person decides to go to a movie, the *cost* of that choice is what could have been done with the money spent and how the time could have otherwise been used.

**Credibility:** The degree to which a source can be trusted or believed to represent what it purports to represent. The concept of credibility does not necessarily correspond to that of truth; a source can be credible and contain factual inaccuracies.

**Example:** The *credibility* of personal accounts of the Civil War battles from politicians in Washington, D.C., and Richmond, Virginia, is limited, in view of the fact that their accounts were second-hand.

**Credit:** The granting of money or something else of value in exchange for a promise of future repayment.

**Example:** A bank or other financial institution may give people *credit*; that is, the bank or financial institution gives people money to buy cars or houses. The borrowers agree to repay the money borrowed plus interest over the time of the loan.

**Cultural characteristics:** The specific ideas, belief systems, or patterns of behavior that characterize a society or a culturally distinct social group.

**Example:** *Cultural characteristics* are expressed in housing types, food preferences, spatial patterns of settlements, and beliefs about appropriate relationships between people and nature.

**Cultural pattern:** Culture may be manifested in repeated behavior shown in social conventions, customs, and adherence to rules or habits that are based on values and beliefs about the attributes of society and nature.

**Example:** *Cultural patterns* may be seen in the tools and artifacts produced in different societies or in food-growing techniques shared among members of a group.

**Cultural preference:** A culturally-based preference for one thing rather than available alternatives. The choice to engage in some practices rather than others may be grounded in cultural habits or may reflect deeply-held cultural beliefs about appropriate behavior in certain settings or situations.

**Example:** Choices of favored spectator sports vary from place to place. Some regions have avid soccer fans, while others favor ice hockey or baseball. Food preferences also vary widely from place to place and may be based on religious beliefs, the history of available foods, or health concerns. *Cultural preferences* may range from seemingly trivial topics to issues of life-changing importance.

**Culture:** Culture is a human institution manifested in the learned behavior of people, including their specific belief systems, language(s), social relations, technologies, institutions, organizations, and systems for using and developing resources.

**Example:** Various *cultures* emerged on Earth in dispersed locations and within different environments. Long periods of isolation and limited interaction contributed to cultural diversity and distinctive habits and beliefs. Language-based communication is a clear example of a learned behavior that influences the development and interactions of human groups.

**Deflation:** A general sustained downward movement of prices for goods and services in an economy.

**Example:** The Japanese economy began to experience *deflation* during the 1990s. The United States experienced *deflation* during the Great Depression.

**Deliberation:** Discussing issues and making choices and judgments in a group, with information and evidence, civility and respect, and concern for fair procedures.

**Example:** The class *deliberated* and decided to conduct a service project at the senior center.

**Deliberative and democratic strategies:** A way to accomplish a goal that includes the input of those involved at all stages of the process.

**Example:** The United Nations seeks to utilize *deliberative and democratic strategies* to address global issues.

**Demand:** The quantity of a good or service that buyers are willing and able to buy at all possible prices during a certain time period. In general, people are willing and able to buy more units of a good or service at a lower price than they are at a higher price.

**Example:** Ellie opened a lemonade stand. She discovered that her customers were willing and able to buy more cups of lemonade at \$.50 per cup than they would at \$1.00 a cup.

**Democratic principle:** A principle that should guide the behavior and values of institutions and citizens in a democracy.

**Example:** It is a *democratic principle* that everyone is equal before the law.

**Development:** A historical event or set of events that is regarded as significant.

**Example:** The invention of the cotton gin was a *development* that significantly changed people's lives.

**Disincentive or negative incentive:** Perceived costs that discourage certain behaviors.

**Example:** Detention or suspension are costs imposed on students to deter behaviors such as skipping school or being disruptive. Fines for speeding are *disincentives* designed to discourage reckless driving.

**Economic globalization:** An international economic system for the production and exchange of goods and services that creates interdependence among the economies of the world's nations.

**Example:** *Global* trade in wheat and other grains fluctuates according to the predicted future supplies and actual reserves in grain growing countries. Prices and availability are influenced by climate events, transportation costs, population size, and changing food habits in various places.

**Economic growth:** A sustained rise over time in a nation's production of goods and services.

**Example:** The U.S. economy, as measured by real GDP, grew at an average of slightly more than 3% per year over the 60 years from 1953 to 2012.

**Economic Interdependence:** The dependence of people who specialize in producing one particular good or service upon other people or institutions to provide additional goods and services that they desire.

**Example:** A secondary social studies teacher specializes in producing learning among secondary students and is dependent upon others to provide clothing and food for her family.

**Effects:** See Causes and Effects.

**Entrepreneurs:** Individuals who are willing to take risks in order to develop new products and start new businesses. They recognize opportunities, enjoy working for themselves, and accept challenges.

**Example:** A person who opens a new restaurant, dry cleaning store, or other business in the community is an *entrepreneur*. People who have already started businesses, such as Bill Gates, are also *entrepreneurs*.

**Entrepreneurship:** A characteristic of people who assume the risk of organizing productive resources to produce goods and services.

**Example:** People who own and operate local businesses in the community (e.g., auto body repair shops, or restaurants) demonstrate *entrepreneurship*.

**Environmental characteristics:** Aspects of a place or area shaped by Earth's physical processes or derived from the physical environment.

**Example:** Across the Earth, there are variations in vegetative cover related to climate conditions and differences in landforms shaped by processes of volcanism, glaciations, and erosion and deposition.

**Environmental problem:** Any threat to nature or to human beings' dependence on nature.

**Example:** Acid rain is an *environmental problem*.

**Event:** An occasion, occurrence, or incident that takes place in the past. Events can be of various lengths.

**Example:** Nat Turner's rebellion was an *event* that took place in 1831, and is often seen as one of the many *events* leading up to the American Civil War, which is also a historical *event*.

**Evidence:** In the C3 Framework, evidence is information taken during an analysis of a source that is then used to support a claim made in response to an inquiry question.

**Example:** Temperature data might be used along with information about the invention and implementation of air conditioning as *evidence* to support a claim about urban development in the American South.

**Exchange:** The trading of goods, services, and resources with people for other goods, services, and resources, or for money.

**Example:** People *exchange* their human resource (labor) for payment in the form of income (wages or salaries). In turn they *exchange* part of their income with businesses to buy goods and services. They *exchange* part of their income in the form of taxes and government fees for goods and services that the government provides.

**External benefits:** The benefits of production or consumption that are received by persons other than the producer or consumer of the good or service.

**Example:** The benefits of the increased quality of secondary education are received by students. Others also benefit from the students' eventual higher production and taxes. The benefits received by the others are *external benefits*.

**External costs:** Costs of production or consumption that are borne by persons other than the producer or consumer of the good or service.

**Example:** A power plant produces electricity that it sells to its customers. The process of production results in polluted air that causes institutions and individuals other than customers to pay higher health care costs. Those higher health care costs are *external costs*.

**Fiscal policy:** Policies that affect the level of government spending on goods and services, taxes, and transfer payments.

**Example:** A government reduction in tax rates may encourage people to increase spending and the amount of time they are willing to work.

**Freedom:** The lack of coercion or limitation of a person's thoughts or actions; some definitions include the actual ability of an individual to do what he or she wishes.

**Example:** In the United States, *Freedom* of speech is one of the Five *Freedom*s in the First Amendment of the United States Constitution. In his Four *Freedom*s speech, President Franklin Roosevelt

proposed that *Freedom* from Fear and *Freedom* from Want were also important freedoms.

**Geographic context:** The location in which an event occurred.

**Example:** The Bureau of Reclamation oversaw the building of Hoover Dam between 1931 and 1936 within the immediate *geographic context* of the arid and physically taxing Black Canyon and the broader *geographic context* of the Colorado River watershed.

**Geographic data:** Facts and statistics about spatial and environmental phenomena gathered for analysis.

**Example:** *Geographic* or *geospatial data* may be gathered about physical and human processes on Earth's surface to analyze a range of problems, such as air and water pollution, urban sprawl, traffic congestion, or other problems arising from human-environment interactions.

**Geographic model:** An idealized and simplified representation of reality depicting a spatial concept or a tool for predicting specific outcomes in geography.

**Example:** Globes are scale models of Earth that correctly represent area, relative size and shape, physical features, distance between points, and true compass direction. A gravity model may be used to describe and predict flows from one place to another based on the distances between them and the size of their populations.

**Geography:** The study of physical and human systems and their changing spatial relationships across the surface of the Earth. Human systems and physical systems constantly interact with reciprocal influences flowing between and among them, creating a wide variety of spatial patterns.

**Example:** Humans plant crops in response to soil characteristics and climate variables that include temperature ranges and amounts of precipitation. When heat rises and rain fails, farmers may intervene with irrigation systems to sustain growing until harvest time. When soils are depleted from constant plantings, farmers may extend productivity by using no-till methods and adding fertilizers.

**Geospatial technologies:** Computer hardware and software used to produce and evaluate geographic data at infinitely varied levels; these technologies include technologies related to mapping and interpreting physical and human features on Earth's surface.

**Example:** *Geospatial technologies* include global positioning systems [GPS], geographic information systems [GIS], remote sensing [RS], and geospatial visualizations that allow the viewing of data associated with specific locations.

**Globalization** (see also **Economic Globalization**): The increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation.

**Example:** Communications technologies provide nearly instant transmission of news about widely dispersed events across Earth's surface. The increase in the speed of information flows from place to place influences the timing and nature of reactions to events and problems by governments, economic organizations, and the general public. As an example, international responses to natural and technological disasters are faster and more widespread than in the past.

**Goods:** Objects that satisfy people's wants.

**Example:** People buy and use a variety of *goods*, such as clothing, food, cars, houses, household appliances, bicycles, toys, books, computers, and tablets.

**Governmental context:** A setting in which citizens exercise rights and responsibilities through government or in response to government.

**Example:** Citizens act in a *governmental context* when they vote, serve on juries, enlist in the military, or seek to influence the government through protest and activism.

**Historical context:** The setting, background, or environment in which a specific historical event or process occurred, which can include cultural, political, social, intellectual, economic, and other factors.

**Example:** The Chicago Haymarket affair of 1886 occurred within the *context* of rapid industrialization, massive immigration of Eastern and Southern Europeans to the United States, and the formation of labor organizations.

**Historical time period (historical era):** A distinct segment of time whose beginning and end are marked in some way by significant developments or events. Different historians segment historical events and processes into periods or eras differently, depending on what they see as important. This segmentation can also be referred to as "periodization."

**Example:** The Civil War *time period* is typically studied in U.S. history classes, but the determination of its starting and ending dates depends on which events seem most significant. The typical starting date in historical accounts is the bombardment of Fort Sumter on April 12, 1861, and the typical ending date is April 9, 1865, when General Robert E. Lee surrendered. On the other hand, Southern states had already established the Confederacy in February 1861, and the surrender of other Confederate forces took place later than the surrender of Lee. In addition to examining these potential starting and ending points, an inquiry into longer-term causes can be launched by asking the compelling question, "When did the Civil War Begin?" (The Missouri Compromise? The 3/5 Compromise in the writing of the U.S. Constitution?) Another compelling question—"When Did the Civil War End?"—could examine interpretations of the point at which the Civil War can truly be said to have ended, the determination of which depends on a judgment about the resolution of its most significant issues.

**Human capital:** The knowledge and skills that people obtain through education, experience, and training.

**Example:** *Human capital* includes reading, computation, and other skills acquired through education, as well as physical and intellectual abilities required for work, and on-the-job training.

**Human-induced environmental change:** Environmental changes brought about by human activities on scales that can range from the local to the global.

**Example:** Human activities involve many actions and processes that result in *environmental changes*. These may include urban sprawl, deforestation, agricultural development, industrialization, water control structures, energy production, and the extraction of natural resources.

**Human problem:** Any serious problem facing human beings.

**Example:** War is a *human problem*.

**Human rights:** Rights or freedoms possessed by all people by virtue of their being human.

**Example:** If freedom of speech is a *human right*, then no human being should be denied freedom of speech.

**Human settlement:** A location where people have built structures to use as permanent or temporary living areas.

**Example:** A *human settlement* or populated place may range in size from a few dwellings located together at a rural crossroads to large cities with surrounding urbanized areas, such as Mexico City or Toronto.

**Human system:** A system for organizing human behavior through linked and interrelated processes and structures. Demographic, economic, political, social, and cultural structures are examples of major human systems. Through these systems, humans interact to acquire and allocate needed resources for sustaining life within and among various societies in different regions on Earth.

**Example:** Human population dynamics are influenced by cultural beliefs about the roles of men, women, and children in society. Similarly, economic structures allocating resources and the political rules governing decision making have effects on the population and the quality of life of a society. Individuals learn from, respond to, and influence the *human systems* they inhabit.

**Incentive:** Perceived benefit that encourages certain behaviors.

**Example:** Profits are *incentives* to start business. Wages are *incentives* to work.

**Income distribution:** The way in which the nation's income is divided among families, individuals, or other designated groups.

**Example:** In 2009, the share of aggregate income earned by households in the United States ranged from 3.2 percent for the lowest fifth of households to 50.3 percent for the highest fifth of households.

**Inflation:** A general, sustained upward movement of prices for goods and services in an economy.

**Example:** Prices paid by the typical consumer increased by an average of 2.5% annually from 2003 to 2012.

**Institution:** A formal structure or organization that is based on a strong set of norms and interests and governs people's behavior.

**Example:** Both the United States Congress and the family are *institutions*.

**Intended audience (of a historical source):** The desired recipient(s) of a historical source. This is sometimes clear, as in a letter written to a particular person or a speech given to a particular audience, but it is sometimes necessary to infer the desired recipient from the source and its context.

**Example:** Because of the ways in which the 1936 film *Modern Times* uses characters and techniques from his earlier, successful films, we can tell that Charlie Chaplin *intended* a large, movie-going *audience* to view it.

**Interest:** The price of using someone else's money. When people place their money in a bank, the bank uses the money to make loans to others. In return, the bank pays interest to the account holder. Those who borrow from banks or other organizations pay interest for the use of the money borrowed.

**Example:** Banks pay savers *interest* because banks use savers' money to make loans to other customers. Borrowers pay banks *interest* on loans because the borrowers are using others' money.

**Investment in human capital:** The efforts of people to acquire or increase human capital. These efforts include education, training, and practice.

**Example:** Attending trade school after high school, going to college, obtaining on-the-job training, and the provision of economics workshops by a school district for its teachers are all examples of *investment in human capital*. Learning to read, write, compute, and think are *investments in human capital*. Practicing a sport or improving the ability to play a musical instrument are *investments in human capital*.

**Investment in physical capital:** An addition or additions to the stock of equipment and structures that are used to produce goods and services.

**Example:** Examples of an investment in *physical capital* include a firm building a new manufacturing plant, a grocery store adding a new wing for its produce department, and an insurance company purchasing new computers for its offices.

**Key constitutional provisions:** Fundamental ideas included in a constitution.

**Example:** The separation of powers, federalism, and the right to a speedy trial are all key *constitutional provisions* of the U.S. Constitution.

**Laws:** Rules enacted by a legislature.

**Example:** By *law* in a number of states, a person cannot hold an adult driver's license until the age of 18.

**Limitations in the historical record:** Gaps or inadequacies in the evidence available for examining a historical event or development that result from the loss or destruction of evidence, or from evidence never having been created in the first place.

**Example:** Although we know the names of a few Roman gladiators from mosaics and written accounts, most of them have been lost. No one thought to record details about them as a group at the time, nor did anyone interview them to get their opinions. Because of these *limitations in the historical record* we will never be able to know how many of the gladiators were slaves, or what they thought about fighting.

**Limits (of government):** Actions a government may not take. The concept of limits is based on the idea that the government should have a limited role and is not supposed to interfere in all aspects of life. Students should be aware that reasonable people disagree about what the government may and may not do in the United States.

**Example:** The United States government may not establish a religion because of a *limitation* contained in the First Amendment.

**Location:** The position of a place, defined in terms of features such as site characteristics, accessibility, and connectivity.

**Example:** The position of a point on Earth's surface may be absolute, as expressed by means of a grid showing latitude and longitude, or relative, as shown by its *location* related to other points or places.

**Long-term cause:** Long-term causes are the factors, often intertwined, that result in the occurrence of a historical event or process.

**Example:** The *long-term causes* of World War I included the growth of nationalism in Europe, a series of alliances and treaties in which countries agreed to support one another, disputes over territory, a build-up of military forces on all sides, and rivalries for colonies and imperial trade.

**Maker (of a historical source):** The creator of a historical source. For written accounts, the maker is also often described as the author, although it can sometimes be complicated to determine the true maker of a document.

**Example:** In 1354, the Berber Muslim explorer Ibn Battuta began to dictate the story of the extensive travels he had made in Africa, Asia, and Europe over the previous twenty years to the scholar Ibn Juzayy, who wrote them down in a book generally called *Rihla* (the journey). Both Ibn Battuta and Ibn Juzayy can be seen as the *makers* of this historical source.

**Map:** A map is a representation of an area and is usually depicted on a flat surface. Maps describe spatial relationships of the specific features represented.

**Example:** *Maps* are made and used for different purposes. Reference *maps* such as topographic maps, may depict a wide variety of features on Earth's surface, including landforms, water bodies, and buildings. Thematic *maps* are topical and show the distribution of features and conditions based on data such as income levels, health, or incidence of diseases in various locations. Mental *maps* are the *maps* we have in our minds of places we have experienced.

**Marginal Principle:** Marginal means *extra, additional, or incremental*. People make decisions by comparing the marginal (extra) benefits of their options to the marginal (extra) costs of their options. One example would be comparing the marginal cost of hiring another worker with the marginal revenue that the worker provides. Alternatively, it might include decisions to work an hour of overtime versus spending that hour on a home project.

**Example:** I can spend one more hour studying for a final exam in English literature. I know that the hour might help me earn a 90% rather than an 80% grade. I also know that to earn an A, I must score 100% on the final. On the other hand, I could spend an extra hour studying for my mathematics final. This will result in a 90% on my mathematics final, and a 90% on my math final will improve my overall grade from a B to an A. For me, a *marginal* hour spent preparing for my math final affords a higher *marginal* benefit. In deciding whether to hire another worker who earns \$35 per hour, I have to know whether or not hiring that worker will result in at least \$35 of additional revenue.

**Markets:** Buyers and sellers of a particular good, service, or resource.

**Example:** *Markets* exist for goods and services, such as hamburgers, lettuce, auto mechanics, engineers, stocks, and commodities.

**Megacity:** As defined by the United Nations, a megacity is an extensive urban area with a large and dense population that exceeds ten million people and 2,000 persons per square kilometer. The number of megacities is increasing as the human population expands and millions of people migrate from rural to urban locations.

**Example:** Contemporary *megacities* include Tokyo, New York, São Paulo, Seoul, Mexico City, Mumbai, Lagos, and Shanghai.

**Modify an environment:** Human actions that change natural elements and/or physical systems.

**Example:** Historically, humans have *modified environments* by selecting certain plants and animals to domesticate, clearing land for agriculture, building dams to impound water for later uses, erecting small and large settlements, and extracting resources for energy and the production of goods.

**Monetary policy:** Federal Reserve System policies that affect the supply of money and credit in the U.S. economy.

**Example:** In 2012, the Federal Reserve Open Market Committee announced that the Federal Reserve would continue to purchase bonds in order to expand the money supply, keep interest rates low, and encourage spending in the economy.

**Money:** Anything widely accepted in exchange for goods, services, and resources.

**Example:** Historically, food, products, and resources such as silver and gold have been used as *money*. Today, countries use *fiat money*—money that is useful because it is backed by a country's government and because people are willing to accept it in exchange for goods, services, and resources.

**Movement:** Over time, physical and human phenomena change locations on Earth's surface.

**Example:** Physical phenomena, including ocean currents and air masses, continually *move* across Earth's surface. Humans *move themselves* by traveling from place to place, *move ideas* by communicating across long distances, and *move goods* by land, water, and air transportation. Enduring patterns of *movement* may be formed when people in different places interact frequently using the same methods of transportation or modes of communication.

**Multi-tiered timeline:** A timeline with multiple layers, each of which includes a different set of related events. A multi-tiered timeline allows students to see the complex context and causes of historical events and to recognize that the different topics they study happen contemporaneously, and may influence one another or be inextricably related.

**Example:** In portraying the causes of World War I, a timeline might include *multiple tiers* with each tier representing a different set of causes. One tier might include events related to nationalism. Another tier might include events related to industrialization. Yet another tier might include events related to imperialism.

**Natural disaster:** An event in the physical environment that is destructive to human life and property.

**Examples:** *Natural disasters* occur in Earth's environmental hazard zones as a result of floods, hurricanes, volcanic eruptions, earthquakes, droughts, tornados, landslides, and other destructive events that alter ecosystems and dislocate human populations and their activities. These events may devastate large regions, causing many deaths and lasting damage to ecosystems and human communities.

**Natural hazard:** A risk situation occurring in nature that may cause harm to humans and ecosystems. Most places are vulnerable to one or more natural hazards.

**Example:** *Natural hazards* occur in many forms. In some instances, these are geological, such as earthquakes, volcanic eruptions, and massive landslides. They may also be climate-related, such as tornadoes, hurricanes, droughts, and climate change.

**Natural resources (land):** Components of the natural environment that can be used to produce goods to meet the material needs of a population.

**Example:** *Natural resources* include water, trees, coal, minerals, soil, and natural gas.

**Nongovernmental context:** A setting in which citizens may act that is not created, managed, or owned by a government.

**Example:** *Nongovernmental contexts* in which citizens exercise rights and responsibilities include their families, neighborhoods and communities, religious congregations, associations, and communications media, such as newspapers or the Internet.

**Origin:** The point of origination of an original social studies source, which can include its cultural or historical context.

**Example:** The *origin* of the Waldseemuller map was early 16<sup>th</sup> century Europe. Martin Waldseemuller and his associates created the map in 1507 while Waldseemuller was working in the Gymnasium Vosagense, located in St. Dié in Lorraine (at that time part of the Holy Roman Empire).

**Personal values:** Ethical and moral commitments that guide individuals' actions and interpersonal relationships.

**Example:** *Personal values* include empathy, integrity, self-reliance, generosity, trustworthiness, and creativity.

**Perspective:** The ideas, attitudes, and beliefs of people at a given time in the past or present, also called point of view.

**Example:** A belief in racial hierarchy was one element of the *perspective* of European imperialists in the nineteenth century, which influenced their interactions with indigenous populations around the world.

**Physical system:** A collection of entities that are linked and inter-related in a stable structure. In geography, an ecosystem is a physical system of major interest. An ecosystem is made up of living organisms and other components, along with their environment, including air, water and soils.

**Example:** As *physical systems*, ecosystems vary in scale but usually occupy limited spaces. Networks of interactions among organisms and between organisms and their environment define ecosystems. A tidal pool is a single ecosystem. Sometimes the entire Earth may be considered one ecosystem.

**Place:** A location having distinctive features that give it meaning and character and distinguish it from other locations.

**Example:** People who build and inhabit a *place* give it many layers of personal and social meaning. Humans develop strong attachments to their homes and home *places*, and identify with the people and environment of those locations.

**Political institution:** An institution that exercises or seeks to exercise governmental power.

**Example:** Political parties and school boards are *political institutions*.

**Political problem:** Any problem facing a political institution, including an unresolved disagreement or a failure to govern effectively.

**Example:** The failure of the state legislature to pass a budget this year is a *political problem*.

**Political system:** The form of a government.

**Example:** A democratic republic, a monarchy, and a dictatorship are different *political systems*.

**Population:** A group of individuals that may change over time in its numerical size, age structure, gender structure, ethnic composition, and spatial distribution.

**Example:** Each country has a *population* distributed over its territory. Human *populations* vary in their settlement history and methods of interacting with the environment. Changes in the composition and structure of *population* may affect political and economic relationships within a country and beyond.

**Powers (exercised by governments):** Actions a government may legally take to compel citizens, organizations, or others to comply with government instructions and orders.

**Example:** The *powers of government* generally include taxing, regulating industry, prosecuting crimes, and declaring war, although there can be considerable disagreement over how far these powers should extend.

**Price:** The amount a seller receives and a buyer pays for a good or service.

**Example:** Stores place *price* tags on products or place signs near products indicating their *price*. Restaurants list *prices* in menus. Wages and salaries are also *prices*; businesses tell people what their hourly wage will be or what their annual salary will be.

**Procedural:** A procedural text or product describes a specific process with attention to the proper sequence and relationship among steps or parts in the process.

**Example:** A description of how a bill becomes a law is a *procedural* description.

**Process:** A series of related events or developments that unfold in time. Processes may also be of various lengths.

**Example:** Industrialization is a *process* that began in the eighteenth century, involving technological, economic, and other factors, and leading to changes in every aspect of life.

**Productivity:** The ratio of output per worker per unit of time.

**Example:** Bonnie owns a bakery. Her employees are able to produce 48 chocolate chip cookies each per hour. She purchases a new oven that bakes cookies in half the time. As a result, her workers' *productivity* increases to 96 chocolate chip cookies per worker per hour.

**Profit:** The amount of revenue that remains after a business pays the costs of producing a good or service.

**Example:** It costs Bonnie 42 cents (wages, ingredients, electricity, water, sewer, and other overhead) to produce 1 chocolate chip cookie. She is able to sell each cookie for 50 cents. Her *profit* per cookie is 8 cents.

**Property rights:** The ability of an individual to own and exercise control over a resource.

**Example:** People are able to own and exercise control over land, cattle, chickens, factories, and other resources and means of production

**Purpose (of a historical source):** The reason a historical source was produced. The maker of the source may state an explicit purpose, or analysts of the source may later infer its purpose. Sometimes the purposes stated by the maker and those inferred by later historians are very different from each other; historians may also disagree with each other about the purpose of a source.

**Example:** During the Renaissance, European city governments issued laws limiting what people could spend on weddings, stating that the *purpose* of these laws was to restrict wasteful spending. Later historians studying these laws have also determined that their *purpose* was to prohibit people from buying products made outside the city and so promote local industries, and also to make distinctions between social classes sharper. Some historians assert that a *purpose* of these laws was to control spending by women that the city leaders saw as frivolous, while other historians assert that men made most of the decisions regarding spending on weddings, so that limiting women's spending was not one of the purposes of these laws.

**Real interest rate:** The nominal or stated interest rate adjusted for inflation.

**Example:** If the nominal interest rate on a loan is 2% and inflation for the year is 2%, the *real interest rate* is zero. If the nominal interest rate is 5% and the inflation rate is 2%, the *real interest rate* is 3%.

**Region:** An area with one or more common physical or cultural features that give it a measure of homogeneity and distinguish it from surrounding areas.

**Example:** A *region* may be considered formal, functional, or vernacular. A formal *region* is homogeneous in certain characteristics, such as having the same vegetative cover or soil type. A functional *region* is characterized by a center of population or activity interacting with a surrounding area. A vernacular *region* may emerge out a people's sense of belonging and identity, and may be expressed by popular regional terms, such as Dixie or Appalachia.

**Resources:** Resources, sometimes called productive resources, are factors of production or inputs used to produce goods and services. Resources fall into four broad categories: natural (e.g., land), human (labor), capital, and entrepreneurial ability.

**Example:** Natural *resources* include water, trees, coal, minerals, soil, and natural gas. Examples of human *resources* include engineers, mechanics, nurses, doctors, lawyers, teachers, and plumbers. Capital *resources* include tools, buildings, equipment, and machines.

**Responsibilities (of citizens in the U.S.):** The obligations that a person must fulfill to be a good citizen. There can be disagreements about these obligations.

**Example:** It is commonly believed in the United States that citizens have the *responsibility* to vote, to serve on a jury when called, to obey a just law, to serve in the military when drafted or needed, and to protest unjust laws.

**Rights (of citizens in the U.S.):** These rights include those enumerated in the Bill of Rights as well as other rights not listed there.

**Example:** *Rights* protected under federal and state laws today include the *rights* to vote, to receive an adequate education, to bear arms, and not to be assigned to racially segregated schools.

**Role (of citizens):** The categories of actions taken by citizens to fulfill their responsibilities to their political community.

**Example:** Citizens play an important *role* by educating young people to promote the common good.

**Rules:** Regulations or norms governing actions or procedures.

**Example:** A *rule* in our classroom is: "You can't say, 'You can't play!'"

**Rural:** A geographic area that is less densely settled than cities or towns, and has less intensive land use. Agriculture is a common form of land use in rural areas.

**Example:** Landscape nurseries and local organic farms are often located where land is available in sparsely settled areas outside of cities.

**Satellite images:** Images produced by a variety of sensors including radar, microwave detectors, and scanners that measure and record electromagnetic radiation.

**Example:** Data from *satellite images* may be turned into digital or electronic forms that can be reconverted into imagery resembling a photograph. The digital data may then be used to create maps and other visualizations.

**Scale:** The relationship between distance on a map and the corresponding distance on Earth's surface.

**Example:** The *scale* 1:1,000,000 means that one unit on the map represents 1,000,000 similar units on Earth's surface.

**Scarcity:** The condition that exists because there are insufficient resources to produce goods and services to meet everybody's wants.

**Example:** Most of us would like to have more goods and services for ourselves and for our community; however, given our current resources, we cannot have all of the goods and services we want. As a result, we must make choices.

**Secondary interpretation (or secondary work or secondary source):** An analysis of a historical event or process, or of a historical figure, that uses historical sources and is usually produced after the event or process. The line between a primary source and a secondary work is not always sharp.

**Example:** The textbook for any course is a *secondary interpretation*, as are most published works of history, biographies, and encyclopedias. Former British prime minister Winston Churchill's history of World War II is both a *primary source*, because he was directly involved in some of the events he describes, and a *secondary work*, because he uses historical sources of many different types to tell the story of developments in which he was not directly involved.

**Services:** Actions that can satisfy people's wants.

**Example:** Transportation provided by bus drivers, car repair provided by mechanics, and haircuts provided by barbers and hair stylists are examples of *services*.

**Source:** The materials from human and natural activities that can be studied and analyzed. Sources can be written, visual, oral, or material. Historians often also use the terms *accounts* and *documents* to refer to sources.

**Example:** The *sources* that can be used to study the powered flight experiments of Orville and Wilbur Wright in North Carolina in December of 1903 include Orville Wright's diary, a telegram sent by the Wright brothers to their father immediately after the flight, Virginia and Ohio newspaper articles on the flight, and a letter written by Orville three weeks after the flight.

**Spatial:** Pertains to space and spatial relationships on Earth's surface.

**Example:** The scale, organization, and uses of spaces on Earth vary. A neighborhood occupies and uses a small space in a nation's entire collection of settlements.

**Spatial connection:** Contact over space resulting in flows of ideas, information, people, or products among places.

**Example:** People in many parts of the world are linked together by communications technology moving information over vast distances in a short time via cell phones, the Internet, and radio and television transmissions.

**Spatial diffusion:** The spread over space and through time of natural phenomena, people, ideas, technology, languages, innovations, and products.

**Example:** Infectious diseases may spread in human populations through direct contact with infected persons, food, or insects, or through airborne and waterborne methods. Use of the automobile spread throughout the United States and many other parts of the world during the 20<sup>th</sup> century as people adopted it for daily transportation. Numerous languages and religions spread to different world regions during past land and water explorations by members of different national groups.

**Spatial distribution:** The spread and arrangement of physical and human phenomena on Earth's surface.

**Example:** A large number of service stations, restaurants, and hotels are found along interstate highways in the United States. Extensive wheat and corn farming areas may be developed in locations with good soils and sparse population.

**Spatial pattern:** Objects and phenomena on Earth's surface are often arranged in lines, areas, or clusters of points that are related to the locations and placements of other phenomena. These arrangements may occur in an orderly and observable manner.

**Example:** Productive agriculture is likely to occur where soils are fertile and sufficient water is available. In such cases, the *spatial pattern* displayed in productive agriculture is connected to the *spatial patterns* of soil fertility and water supplies.

**Specialization:** The production of a single good or service or a limited number of goods and services in order to increase productivity.

**Example:** Elementary educators, pediatricians, nurse practitioners, electricians, plumbers, patent lawyers, and economics professors all *specialize* in the production of a particular good or service.

**Spending:** The expenditure by people of some or all of their income to purchase goods and services.

**Example:** All people *spend* some of their income on goods and services, such as food, clothing, housing, insurance, transportation, appliances, and entertainment.

**Suburbs:** Suburbs are less intensively developed areas than central cities. They contain residential developments that may be an outlying part of a city or a separate community located within commuting distance of a central city.

**Example:** *Suburbs* are located adjacent to cities in many regions of the world. Transportation technology, especially railways and the automobile, helped to extend suburbs ever farther out from central cities. Over time, many centers for goods and services have been located in rapidly growing suburbs.

**Supply:** The quantity of a good or service that producers are willing and able to sell at all possible prices during a certain time period. Generally, producers are willing to produce and sell more of a product at higher prices than they are at lower prices.

**Example:** An automobile repair shop is willing to produce more brake repairs and oil changes at a higher price than at a lower price. If the owner receives a higher price for each brake repair, she can stay open an hour later and pay mechanics to do the work. At the lower price for brake repair, she is unwilling to provide additional brake repair service by doing so.

**Supporting question:** Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.

**Example:** What were the regulations imposed on the colonists under the Townsend Acts?

**System of government:** The combination of all the branches of government (legislative, executive, and judicial), other important political institutions, and the customs, laws, and rules that are the basis for the government of a society.

**Example:** Although not mentioned in the Constitution, political parties are now part of the U.S. *system of government*.

**Technical:** A technical explanation is one that describes the mechanics of an activity or process.

**Example:** A description of the geographic term *plate tectonics* would require a *technical* explanation.

**Technological disaster:** An event that results from the failure of a human built system and is destructive to human life, property, and community well-being.

**Example:** The April 1986 nuclear incident at Chernobyl in Ukraine resulted in nuclear contamination in varying intensities over large areas of Earth's surface. This event caused numerous human deaths and many long-term, life-threatening illnesses.

**Technological hazard:** A risk situation resulting from human activity that may cause harm to humans and ecosystems. The construction and use of some technologies may pose serious threats to the well-being of humans and ecosystems.

**Example:** Energy production involves technologies that include nuclear power and the extensive extraction of energy resources such as coal, petroleum, and natural gas. The physical plants and processes involved in energy production pose risks of industrial accidents and pollution that may cause harmful effects on ecosystems and human settlements.

**Time periods of different lengths** (see also **Historical time period**): Time can be segmented into periods of different lengths, depending upon the scale and meaning of events, and the relationships between them.

**Example:** The history of the women's suffrage movement in the United States might focus on the *time period* from the 1840s to the 1920s, beginning with the time at which advocates of women's suffrage first began to organize and ending with the ratification of the 19<sup>th</sup> Amendment granting women the right to vote; or it might focus on a longer *time period* starting with colonial times, when a few female property owners voted, and continuing beyond the 1920s to include the women's movements of the later twentieth century.

**Trade:** The exchange of goods, services, or resources for other goods, services, or resources, or for money.

**Example:** Workers normally *trade* their labor for wages and then use that income to purchase goods and services.

**Transportation network:** A pattern of links that connect roads, rails, pipelines, aqueducts, power lines, or other structures that permit vehicular movement or the flow of a commodity.

**Example:** A *transportation network* may combine different modes of transport, such as walking, cars, trains, ships, and aircraft, creating multi-modal trips for people or goods. Trucks on interstate highways in the United States may carry goods from ocean-going vessels to freight trains and to various market centers.

**Triggering event:** A triggering event is an event, sometimes unexpected, that has an immediate consequence, causing another event or process. Not every event or development has a single triggering event.

**Example:** The *triggering event* for World War I was the assassination of Archduke Franz Ferdinand of Austria, the heir to the throne of Austria-Hungary, by a Serbian nationalist in Sarajevo in June 1914. One month later, Austria-Hungary declared war on Serbia, and declarations of war by other countries quickly followed.

**Unemployment:** A condition where people at least 16 years old are without jobs and actively seeking work.

**Example:** The number of *unemployed* people in the U.S. reached 15,382,000 in October 2009.

**Unintended consequences:** Unforeseen costs or benefits.

**Examples:** In 1867 Secretary of State William Seward purchased Alaska from Russia for \$7 million, which was roughly 2 cents per acre. The purchase was ridiculed in Congress as Seward's folly. An *unintended consequence* of the purchase was the later benefit of gold deposits and oil supplies.

We impose minimum wage laws in this country to afford low-skilled workers a better income. An *unintended consequence* of this policy may be higher unemployment rates for young minorities, as employers restrict their hiring to cover their higher labor costs.

**Urban:** An urban region is a built-up region characterized by a higher population density and more buildings, transportation systems, and other human-built features than in surrounding areas.

**Example:** *Urban* places offer a greater variety of goods, services, and activities than less densely populated surrounding regions. Megacities such as New York, Moscow, Cairo, Nairobi, Tokyo and many smaller cities are all defined as *urban* places.

**Values:** Ethical or moral standards for evaluating attitudes and behavior.

**Example:** The *values* associated with open discussion of a controversial issue should include the demonstration of equal respect to all participants and the possibility of reaching a consensus through listening and negotiation.

**Wages:** Income earned for providing human resources (labor) in the market. Wages are usually computed by multiplying an hourly pay rate by the number of hours worked.

**Example:** Plumbers, electricians, carpenters, store clerks, and car assembly workers earn an hourly *wage* for work that they perform.