

# Human Rights in State Social Studies Standards: An Analysis

*By The Advocates for Human Rights for Human Rights Educators USA*

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Human rights is a powerful subject for students, providing them a lens through which to evaluate the world and the knowledge, skills, and values that will help them take action in their own lives. K-12 schooling offers an opportunity to ensure that all students understand and can use human rights to advance social justice. However, in many cases, educators are constrained by state content standards that limit what they can teach in the classroom; they have no time or resources to teach subjects that are not required under the standards. To change that, human rights educators must understand how states currently use human rights in social studies standards<sup>1</sup> in order to advocate for more effective and purposeful inclusion.

This report examines whether and how states include human rights topics in their K-12 social studies standards. The analysis looked at the following human rights topics:

- Human rights
- The United Nations
- The Universal Declaration of Human Rights
- Other conventions
- Humanitarian law
- Economic, social, and cultural rights

Not surprisingly, states organize their standards in a variety of ways, presenting challenges in doing direct comparisons. For the purposes of this report, The Advocates created a standardized format to categorize each unique state standard document. The Advocates for Human Rights identified the context in which human rights appeared in the standards, by grade level, by general subject matter (history, civics, geography, etc.) and by specific topic (e.g., the impact of World War II or contemporary global politics). The Advocates differentiated between content standards that were required or offered as a suggested example, and then categorized each appearance of human rights to determine how it was presented.

## *Required*

“4. Critique how different forms of political systems throughout the world have tended to protect or violate basic human rights of people.”<sup>2</sup>

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<sup>1</sup> Note that states typically provide content standards for every subject (e.g., English, math, science), but that this analysis is restricted to social studies standards only.

<sup>2</sup> Illinois Learning Standards for Social Science (2016)

*As an example*

“5. Evaluate the impact of global interdependence in addressing a contemporary political issue (e.g., terrorism, human rights).”<sup>3</sup>

The Advocates’ study found room for significant improvement. Eight states do not address human rights topics at all. Other states focus on only one of the topics or present human rights in an extremely limited fashion. Twenty-one states, for instance, teach about human rights without teaching about the Universal Declaration of Human Rights. Historical examinations of human rights topics are more frequent and more likely to be required than standards that ask the students to view human rights as an ethical framework. Human rights topics were also almost always international in content; standards included very few examples of human rights issues in the United States. Very few states approach human rights comprehensively from kindergarten through 12<sup>th</sup> grade. Addressing these shortfalls in the standards will enable educators to provide students with crucial skills for seeking justice and human rights in their own lives and communities.<sup>4</sup>

#### States with Upcoming Reviews

Iowa and Massachusetts are beginning to update their standards in the fall of 2016.

Prior to 2020, the following states will update their standards:

- North Dakota, Oklahoma, South Carolina, and Texas (2017)
- Colorado and Kansas (2018)
- Minnesota, Nebraska, and New Jersey (2019)

Some states have not updated their standards since the mid-90s. Some of these states, such as California and New York, use a narrative framework updated more frequently to keep their social studies curricula current. The narrative framework does not directly correspond to the standards and does not clearly lay out required knowledge, but it may be the best target for advocacy in a state where standards are rarely updated.

For practitioners who are interested in participating in revisions of a state’s content standards, the best approach would be contacting the Department of Education directly shortly before the start of the revision to determine the process for public input. Local organizations will generally receive more access.

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<sup>3</sup> Illinois Learning Standards for Social Science (2016)

<sup>4</sup> Even if existing standards do not thoroughly explore human rights directly, they all discuss historical and contemporary events with significant human rights implications. These standards can offer another point of entry for practitioners seeking to introduce human rights into social studies curricula.

## Human Rights

Thirty-five states include human rights in their standards, typically more than once, for a total of 119 standards mentioning human rights.<sup>5</sup> The majority of these standards require teaching human rights, either as part of civics (41 standards) or in a historical context (36 standards). Human rights are often found in history standards relating to World War I, World War II, the Cold War, and contemporary global issues. A smaller number of standards provide human rights as an example, either as part of a history standard (18) or as part of a civics standard (13). The least common standards are those that include human rights in other subjects such as geography, economics, African-American studies, or religion (11 standards). States are not consistent in their approach to human rights – one state may have it both required and as an example, in both civics and history. This broad approach to teaching human rights provides students both the history of how human rights develop and the ability to use human rights as a normative framework.

Two states have dedicated human rights strands in their standards that run across all grade levels. New Jersey’s standards include a “Civics, Government, and Human Rights” strand, but despite the inclusion of human rights in the title, the strand is largely a typical civics strand without much additional human rights content. Mississippi, in contrast, has one of the most developed approaches to human rights through its “Civil/Human Rights” strand. As a result of this strand, human rights is specifically mentioned at almost every grade level and approached from a variety of perspectives, including history, civics, geography, economics, and religion.

## United Nations

Thirty-eight states include the United Nations in their standards, often more than once. The 38 states have between them 103 standards that include the United Nations. The most common context for the United Nations is as part of history, whether the impact of World War II, the Cold War, or modern events (59 standards). Civics is the other common context for a discussion of the UN (34 standards), while a few states include the UN as part of the study of geography (10 standards). Often states will include the UN in both history and civics standards but for different grade levels. Repeated exposure to the idea of the UN across grade levels is most effective for helping students gain a deeper understanding of its history, its role, and its relationship to the United States.

Twenty-three states require that the UN be taught in at least one grade level. The most common requirement is that it be taught as part of world or U.S. history (38 standards). Requiring the UN be taught in civics or geography is much rarer (9 standards and 2 standards, respectively). The UN is also frequently provided as a (not required) example of an international organization to study, in history or civics, split approximately evenly between the two (21 history standards vs. 25 civics standards). Since the UN is one of the world’s most important international organizations, it is likely going to be chosen from the list of examples even when it is not expressly required.

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<sup>5</sup> This does not include standards that contain “human rights” only as part of the Universal Declaration of Human Rights, which is analyzed separately.

## Universal Declaration of Human Rights

Fourteen states include the Universal Declaration of Human Rights in their standards (sometimes misnamed the International Declaration of Human Rights or similar variants), primarily for high school. Eight include it as required content, while 6 use it as a suggested example. The states that require studying the UDHR universally approach it as part of history, either in the study of the impact of World War II or less commonly as a way of looking at human rights issues worldwide since World War II. New York has the most comprehensive required standard (see box on pg. 4).

Some states approach the UDHR as part of a discussion of the rights of citizens, understanding forms of government, or analyzing the spread of philosophies. In these contexts, it is universally a suggested example and not required. This suggests that the use of the UDHR as an ethical or moral framework is not as well accepted as its importance as a historical document. The UDHR is a comprehensive, globally accepted moral framework for evaluating the actions of governments and individuals, in addition to being historically important, and should be presented as at least one of the ways for students to make ethical judgements. Again, New York's standard comes closest to establishing the UDHR as a normative framework outside of its historical context.

## **New York's Standard on the Universal Declaration of Human Rights**

10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.

10.10a Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.

- Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights.
- Students will examine the articles contained in the UN Universal Declaration of Human Rights.

10.10b Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.

- Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights.
- Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.

10.10c Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.

- Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights.
- Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights.
- Students will examine the policy of apartheid in South Africa and the growth of the antiapartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period.
- Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo.

*Source: New York State Grades 9-12 Social Studies Framework (2015).*

## Other Human Rights Conventions<sup>6</sup>

Only one state, Rhode Island, includes a reference to other human rights conventions. The International Convention on the Rights of Child is given as an example of a seminal document providing for human rights.

## Humanitarian Law

Twenty-eight states include some component of humanitarian law in their standards, often more than once, for a total of 52 standards, almost all at the high school level.

Genocide was the most frequently included component of humanitarian law. Thirty-eight standards reference genocide, and in the majority of cases, the study of genocide is a required component (22 standards). Some of these are historical, covering various genocides that have occurred, including the Holocaust, the Armenian genocide, Rwanda, Cambodia, and Darfur. Others look at the common patterns of genocide or discuss causes and effects of genocide. Only one state, Washington, refers to the treatment of Native Americans as genocide.

International humanitarian laws and their enforcement are much less common, with only 14 standards referencing some element. By far, the greatest number of these explores Nuremberg and related war crimes trials at the end of World War II as part of a history course. All 11 of these Nuremberg-related standards are required. The Geneva conventions appear in only a couple of standards as suggested examples, while other international criminal tribunals appear very infrequently and are also not required material. Both the Geneva conventions and international criminal tribunals appear in civics standards rather than history standards.

## Economic, Social, and Cultural Rights

Thirteen states include economic rights and 1 includes social rights in their standards, but none with reference to international human rights definitions. Typically, economic rights are included in civics (8 states) or economics (3 states) curriculum at the high school level. New York discusses economic rights in the context of the Revolutionary War, while Utah introduces social rights as part of the history of the pre-Civil War period. In 13 of the states, it is required content for at least one grade level.

Economic rights are most commonly defined as “the right to acquire, use, transfer, and dispose of property; right to choose one’s work; the purpose of labor unions; copyrights and patents,”<sup>7</sup> with some variation. Economic rights are often presented as part of the phrase “personal, political, and economic rights”<sup>8</sup> suggesting some common source for its appearance in so many standards.

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<sup>6</sup> This does not include the Geneva Conventions, which are analyzed under Humanitarian Law.

<sup>7</sup> Tennessee Social Studies Standards, <https://www.tn.gov/education/article/social-studies-standards> (2013).

<sup>8</sup> The Next Generation Content Standards and Objectives for Social Studies in West Virginia Schools, <https://wvde.state.wv.us/policies/csos.html>, (2012).

### No relevant standards

Eight states do not have any standards related to human rights and the above related topics and should perhaps be considered priorities for advocacy: Alaska, Delaware, Maine, Missouri, Montana, Oregon, South Dakota, and Wyoming.

### *A note on rights and civil rights:*

Every state includes “rights” and/or “civil rights” in its social studies standards, typically at multiple grade levels. These discussions do not reference international human rights standards. Instead, they focus on topics such as:

- Rights in the abstract (usually undefined)
- Rights contained in the Constitution and Bill of Rights
- U.S. Civil Rights Movement with no reference to international connections

Identifying every single instance of these mentions overwhelmed the analysis, so they have been excluded. After a state has been identified as a lobbying target, it may be worth analyzing how rights and civil rights are used in the standards as a possible point of entry.

### *A note on the Holocaust*

The Advocates excluded all stand-alone mentions of the Holocaust that did not reference other types of genocide or the Nuremberg trials. Almost all states discuss the Holocaust at multiple grade levels as part of the history of World War II and these purely historical standards would overwhelm the standards that most directly connect to humanitarian law, making analysis difficult.

## State-By-State Analysis

For each state, the table shows which human rights topics are included in the standards, the grade level where they appear, the general subject area and the specific context in which they are found, and whether the topic is required or only offered as an example.

### Alabama

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	9; 9	History; History	20 <sup>th</sup> C democracy; Cold War	Yes; As an example	
UN	9	History	Impact of WWII	As an example	
Humanitarian	11	History	War crimes/Nuremburg	Yes	

### Alaska

None

### Arizona

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	8; 8	Geography; History	Migration; 20 <sup>th</sup> C history	As an example; Yes	
UN	8; 8; HS; HS	History; Geography; History; Civics	Impact of WWII; Intl cooperation; Postwar US foreign policy; Role of intl orgs	Yes, As an example; As an example; As an example	
Humanitarian	8; HS	History; History	HR issues (genocide); Genocide in 20 <sup>th</sup> C	As an example; Yes	

### Arkansas

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	3; 8	Civics; Civics	Ideals of democracy; Political movements	As an example; As an example	
UN	8; 8; HS; HS; HS; HS; HS; HS	History; Civics Civics; History; History; Geography; History; Civics	Role of intl orgs; Role of intl orgs; Role of UN/US; Cold War; Role of US in UN; Intl orgs and environment; Impact of WWII; Role of UN	As an example; As an example; Yes; As an example; Yes; As an example; Yes; Yes	
Humanitarian	8;	History;	Genocide in 20 <sup>th</sup> C;	Yes;	



	HS	History	Genocide in 20 <sup>th</sup> C	Yes	
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### California

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	10; 11; 12	History; History; Civics	WWI, causes and impact; Role of religion; Political systems	Yes; As an example; Yes	
UN	10; 11	History; History	Role of intl orgs; Role of intl orgs	Yes; Yes	
UDHR	11	History	Postwar US foreign policy	Yes	
Humanitarian	10	History	WWI/Armenia	Yes	
ESC rights	12	Economics	Citizens' rights	Yes	

### Colorado

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	7	Civics	Citizens' rights	As an example	
UDHR	HS	History	Spread of philosophies	As an example	
Humanitarian	HS	History	Genocide in 20 <sup>th</sup> C	As an example	

### Connecticut

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	6&7; 6&7; HS; HS; HS; HS; HS	Geography; Geography; Civics; History; History; History; History	Regional views on HR; Sub-Saharan Africa; Citizens' rights; Role of intl orgs; Role of intl orgs; Citizens' rights; US foreign policy	Yes; Yes; Yes; Yes; As an example; Yes; Yes	
UN	HS	History	U.S. foreign policy	As an example	
Humanitarian	6&7; HS; HS	Geography; History; History	Sub-Saharan Africa; Holocaust; War crimes/trials	Yes; Yes; As an example	

### Delaware

None

### Florida

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	Civics	U.S. foreign policy	Yes	
UN	HS	History	Impact of WWII	Yes	

Humanitarian	HS; HS	History; History	Genocide; Nuremberg Trials	Yes; Yes	
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### Georgia

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	2; 3	History; History	Jimmy Carter; Eleanor Roosevelt	Yes; Yes	
UN	3; 5; HS; HS	History; History; History; History	Eleanor Roosevelt; Founding of UN; Impact of WWII; Role of intl orgs	Yes; Yes; Yes; Yes	

### Hawaii

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	11	History	Contemporary HR issues	Yes	
UN	11	History	Founding of UN	Yes	

### Idaho

Keyword	Grade	Subject Area	Context	Required?	Notes
UN	HS; HS	Civics; History	Role of intl orgs; US foreign policy	As an example; As an example	
ESC rights	HS	U.S. History	Expansion of rights	Yes	

### Illinois

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	4-6; 8-12; HS; HS; HS	Civics; History; Civics; Civics; History	U.S. foreign policy; Compare govt systems; Compare govt systems; Intl cooperation; Social history	As an example; Yes; Yes; As an example; As an example	
UN	3-5; 5-7; HS; HS	Civics; Civics; Civics; Civics	Role of intl orgs; Role of intl orgs; Role of intl orgs; Role of intl orgs	As an example; As an example; As an example; As an example	

### Indiana

Keyword	Grade	Subject Area	Context	Required?	Notes
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Human rights	6; 6; 7	History; Civics; Civics	Historical understanding; Compare govt systems; Compare Asian govts	As an example; Yes; Yes	
UN	HS; HS; HS; HS; 6	Geography; Civics; Geography; History; Civics	Role of intl orgs; Role of intl orgs; Role of intl orgs; WWII/Israel/role of orgs Role of intl orgs	As an example; As an example; Yes; As an example; As an example	
Humanitarian	6; HS; HS; HS	History; History; History; History	Genocide; Holocaust/Nuremberg; Genocide; Holocaust/Nuremberg	As an example; Yes; As an example; Yes	
ESC rights	5; 6-8	Civics; Civics	Ideas in founding docs; Citizens' rights	As an example; Yes	

Iowa

Keyword	Grade	Subject Area	Context	Required?	Notes
ESC rights	HS	Civics	Citizens' rights	Yes	

Kansas

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS; HS; HS; HS; HS; HS; HS; HS	History; History; History; History; History; Civics; Geography	Enlightenment; Impact of WWII; Cold War; Impact of WWII; 21 <sup>st</sup> C conflict; Citizens' rights; Regional comparison	Yes; Yes; Yes; As an example; As an example; Yes; As an example	
UN	HS; HS; HS; HS	History; History; History; Civics	Cold War; Impact of WWII; Cold War; Foreign policy	Yes; Yes; Yes; Yes	
Humanitarian	HS; HS	History; History	Holocaust/genocide; Holocaust/Nuremberg	Yes; Yes	
ESC rights	HS	Economics	Citizens' rights	As an example	

Kentucky

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	History	20 <sup>th</sup> C international policy	As an example	
UN	HS	History	Intl cooperation	As an example	
UDHR	HS	Civics	Citizens' rights	As an example	
Humanitarian	HS	History	Genocide	As an example	

Louisiana

Keyword	Grade	Subject Area	Context	Required?	Notes
UN	HS	History	Role of intl orgs	Yes	
ESC rights	HS	Economics	Citizens' rights	Yes	

Maine

None

Maryland

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	7; 7; HS; HS; HS	Civics; Civics; Civics; History; Civics	Citizens' rights; Intl cooperation; U.S. foreign policy; 20 <sup>th</sup> C foreign policy; U.S. foreign policy	Yes; Yes; Yes; As an example; Yes	
UN	7; 7; HS; HS; HS; HS	Civics; Civics; Civics; History; History; History	Intl cooperation; Protection of rights; Intl cooperation; Impact of WWII; Cold War; US role in intl orgs	As an example; As an example; Yes; As an example; Yes; As an example	
UDHR	7	Civics	Citizens' rights	As an example	
Humanitarian	7	Civics	Geneva Conventions	As an example	

Massachusetts

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	History	WWI and WWII	As an example	
UN	6; 6; HS; HS	Geography; Geography; Civics; History	Role of intl orgs; UN in Palestine; US in intl orgs; Founding of UN	As an example; Optional content; As an example; Yes	
UDHR	HS	History	Founding of UN	Yes	

Michigan

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	6; 7; HS; HS	Civics; Civics; History; Civics	Intl cooperation; Intl cooperation; Spread of ideas; Conflict in 21 <sup>st</sup> C	As an example; As an example; Yes; Yes	

UN	6; 7; HS; HS	Civics; Civics; History; Civics	Intl cooperation; Intl cooperation; Post 9/11; Role of intl orgs	As an example; As an example; As an example; As an example	
UDHR	HS	Civics	Ideas in key documents	As an example	
Humanitarian	HS; HS; HS	History; History; History	Genocide in 20 <sup>th</sup> C; Genocide in 20 <sup>th</sup> C; WWII/Nuremberg	Yes; Yes; Yes	
ESC rights	HS	Civics	Citizens' rights	Yes	

### Minnesota

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	6; 8; HS; HS	Civics; History; History; History	MN Human Rights Act; Post-Cold War; Impact of WWII; Cold War	As an example; Yes; Yes; Yes	
UN	7; 8; 8; HS	History; Civics History; Civics	Cold War; Intl cooperation; Globalization; Intl law	As an example; As an example; As an example; As an example	
UDHR	8; HS	History; History	Progress of human rights; Impact of Holocaust	Yes; Yes	
ESC rights	7	Civics	Supreme Court decisions	Yes	

### Mississippi

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	K; 1; 2; 3; 4; 5; 6; 7; 8; HS; HS; HS; HS; HS; HS; HS; HS; HS;	Civics; Civics; Civics; Civics; Civics; History; History; History; History; History; Civics; Civics; Geography; History; History; Economics; Geography; History;	Citizens' rights; Citizens' rights; Citizens' rights; Citizens' rights; Mississippi civil rights; U.S. founding; Civil rights movements; Asia/Europe/Africa; Civil rights movements; Mississippi studies; Compare govt systems; Role of govt; Contemporary HR issues; History of human rights; Civil rights movement; Economy's impact on HR; Contemporary HR issues; African-American studies;	Yes; Yes; Yes; Yes; Yes; Part of strand; Yes; Yes; Part of strand; Yes; Yes; Yes; Yes; Yes; Part of strand; Yes; Yes; Yes;	

	HS	Religion	Role of religion	Yes	
UN	HS	History	Intl cooperation	As an example	
ESC rights	8	Economics	Citizens' rights	Yes	

Missouri

None

Montana

None

Nebraska

Keyword	Grade	Subject Area	Context	Required?	Notes
UN	HS; HS	Geography; Civics	Role of intl orgs; Role of intl orgs	As an example; As an example	

Nevada

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	6-8; HS	History; Civics	Reconstruction; Contemporary HR issues	Yes; As an example	
UN	6-8; HS	Civics; Civics	Role of intl orgs; Role of intl orgs	Yes; Yes	

New Hampshire

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	3-4	Civics	Role of govt	As an example	
UN	7-8; HS	Civics; History	Intl cooperation; Role of intl orgs	As an example; As an example	
Humanitarian	7-8	History	Genocide	Yes	

New Jersey

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	K-4; K-4; HS; HS; HS; HS; HS; HS	Civics; Civics; History; History; Economics; History; Civics; Civics	Reponses to HR violations; Intl cooperation; Holocaust/genocide; Impact of WWII; Boycotts for human rights; UN vs. US policies; Progress of human rights; Intl cooperation	As an example; Yes; Yes; Yes; Yes; Yes; Yes; As an example	

UN	HS; HS; HS	History; History; Civics	Impact of WWII; UN vs. US policies; Role of UN	Yes; Yes; Yes	
UDHR	HS; HS	History; History	Progress of human rights; UN vs. US policies	Yes; No	
Humanitarian	HS	Civics	Genocide	Yes	

### New Mexico

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	K-4; 5-8; HS	Civics; Civics; Civics	Citizens' rights; Citizens' rights; Citizens' rights	Yes; Yes; Yes	
UN	HS; HS	History; History	Impact of WWII/Cold War; Impact of WWII/Cold War	Yes; Yes	

### New York

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	3; 5; 7; 8; 8; HS; 10; 11	Civics; Civics; Civics; Civics; History; Civics; History; History	Citizens' rights; Intl cooperation Citizens' rights; Citizens' rights; Impact of WWII; Citizens' rights; UDHR/progress of HR; Contemporary HR issues	Yes; Yes; Yes; Yes; Yes; Yes; Yes; Yes	
UN	8; 10; 10	History; History; History	Impact of WWII; Impact of WWII; Intl cooperation	Yes; Yes; Yes	
UDHR	10; 11	History; History	Progress of human rights; Impact of WWII	Yes; Yes	
Humanitarian	8; 11	History; History	WWII/Nuremberg; WWII/Nuremberg	Yes; Yes	
ESC rights	4	History	American Revolution	Yes	

### North Carolina

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	History	Progress of human rights	Yes	
UN	7	History	Intl cooperation	As an example	
UDHR	HS	History	Progress of human rights	As an example	
Humanitarian	7	History	Genocide	As an example	

North Dakota

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	History	Role of intl orgs	As an example	
UN	HS; HS	History; History	Impact of WWII; Role of intl orgs	As an example; As an example	

Ohio

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS; HS; HS	Geography; History; History	Intl cooperation; Contemporary HR issues; Post-Cold War	As an example; Yes; Yes	
Humanitarian	HS; HS; HS	History; History; Civics	WWII/genocide; Genocide in 20 <sup>th</sup> C; Genocide in 20 <sup>th</sup> C	Yes; Yes; Yes	

Oklahoma

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS; HS	Civics; History	U.S. foreign policy; African independence	Yes; Yes	
UN	6-8; 6-8; HS; HS; HS	Geography; Geography; History; History; Civics	Intl cooperation (East); Intl cooperation (West); Impact of WWII; Cold War; Role of intl orgs	Yes; Yes; Yes; Yes; Yes	
Humanitarian	7; HS; HS	Geography; History;	Darfur/Rwanda; Holocaust/Nuremberg; Genocide in 20 <sup>th</sup> C	Yes; Yes; Yes	

Oregon

None

Pennsylvania

Keyword	Grade	Subject Area	Context	Required?	Notes
UN	9; HS	Civics; Geography	Role of UN; Role of intl orgs	Yes; As an example	
Humanitarian	HS	History	Domestic instability	As an example	
ESC rights	3; 6; HS	Civics; Civics; Civics	Citizens' rights; Citizens' rights; Citizens' rights	Yes; Yes; Yes	



Rhode Island

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	Civics	Citizens' rights	Yes	
UDHR	HS	Civics	Citizens' rights	As an example	
Other Conventions	HS	Civics	Citizens' rights	As an example	The CRC
Humanitarian	5-6	Civics	Genocide	As an example	

South Carolina

Keyword	Grade	Subject Area	Context	Required?	Notes
UN	5; 7; 8	History; History; History	Cold War; Cold War; Decolonization	Yes; Yes; As an example	
UDHR	7	History	Impact of Holocaust	Yes	
Humanitarian	7	History	Holocaust/Nuremberg	Yes	

South Dakota

None

Tennessee

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	History	WWI and WWII	Yes	
UN	5; 5; HS; HS	History; History; History; History	Founding of UN; Korean War; Founding of UN; Impact of UN	Yes; Yes; Yes; Yes	Cordell Hull is from TN
UDHR	HS	History	Founding of the UN	Yes	
Humanitarian	HS; HS; HS	History; History; History	Armenian genocide; Cambodian genocide; Rwandan genocide	Yes; Yes; Yes	
ESC rights	HS	Civics	Citizens' rights	Yes	

Texas

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	6; HS; HS	Civics; History; Civics	Compare govt systems; Political revolutions; Progress of human rights	Yes; As an example; Yes	
UN	HS;	History;	Development of political systems;	Yes;	

	HS	Geography	Political processes	As an example	
Humanitarian	HS; HS	History; Geography	Genocide in 20 <sup>th</sup> C; Genocide in 20 <sup>th</sup> C	Yes; Yes	

Utah

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	5; 6; HS	Civics; Civics; History	Role of U.S.; Citizens' rights; Civil Rights Movement	As an example; Yes; Yes	
UN	HS; HS	World civ; History	Intl cooperation; Cold War	As an example; Yes	
Humanitarian	5; HS	History; History	Genocide; Geneva Convention	As an example; As an example	
ESC rights	HS	US History	Social rights before Civil War	Yes	Social rights

Vermont

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	3-4; 5-6; 7-8; HS	Civics; Civics; Civics; Civics	Citizens' rights; Human rights issues; Human rights issues; Human rights issues	Yes; Yes; Yes; Yes	
UN	5-6; 7-8	Civics; Civics	Purposes of intl orgs; Purposes of intl orgs	As an example; As an example	
UDHR	HS	Civics	Citizens' rights	As an example	

Virginia

Keyword	Grade	Subject Area	Context	Required?	Notes
UN	HS; HS	US History; VA History	Impact of WWII; Cold War	Yes; Yes	
UDHR	HS	History	Impact of WWII	Yes	
Humanitarian	HS	History	Holocaust/Nuremberg	Yes	

Washington

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	8; 8; 9-10	Civics; Civics; History	Balancing rights; Ideas in key documents; Post-WWII	As an example; As an example; Yes	
UN	9-10; 12	History; Civics	UN anti-AIDS work; Impact of intl agreements	As an example; As an example	

Humanitarian	5; 9-10; 9-10; 12; 12	History; History; History; Geography; Skills	US colonization; Rwanda/Holocaust; Holocaust/genocide; Bosnia; Darfur	As an example; As an example; As an example; As an example; As an example	
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West Virginia

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	6; 6; 11; HS	Civics; History; History; Geography	Issues of global concern; Impact of WWII; U.S. foreign policy; Global political issues	As an example; Yes; Yes; As an example	
UN	6; 11; 12	History; History; Civics	Impact of WWII; Impact of WWII; Intl cooperation	Yes; Yes; As an example	
Humanitarian	12	Geography	Genocide	As an example	
ESC rights	12	Civics	Citizens' rights	Yes	

Wisconsin

Keyword	Grade	Subject Area	Context	Required?	Notes
Human rights	HS	Civics	Compare govt systems	Yes	
UN	HS	Civics	U.S. relationship to intl orgs	As an example	
Humanitarian	HS	Civics	Genocide	Yes	

Wyoming

None