

Excerpted Units of Study with Selected Resources from the New York Social Studies Framework

An instructional resources guide prepared by
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Summaries of Topics by Grade Level with Suggested Resources

Kindergarten - Self and Others

- Sense of Self - PebbleGo Social Studies: My World and Families
- Families and Communities - PebbleGo Social Studies: My World and Families
- Symbols - PebbleGo Social Studies: U. S. Symbols
- Rules and Responsibilities - PebbleGo Social Studies: Being a Good Citizen
- Maps and Globes - PebbleGo Social Studies: Maps
- The Environment - PebbleGo Social Studies: People and the Environment
- Time and the Past - PebbleGo Social Studies: Long Ago and Today
- Basic Economics - PebbleGo Social Studies: All About Money

First Grade - My Family and Other Families, Now and Long Ago

- Language, Beliefs, Customs - PebbleGo Social Studies: Culture and Awareness
- Individuals, Events, and Symbols in US - PebbleGo Social Studies: U.S. Symbols; PebbleGo Biographies
- Citizenship - PebbleGo Social Studies: My World
- Governments and Laws - PebbleGo Social Studies: U.S. Government
- Maps - PebbleGo Social Studies: Maps
- Families - PebbleGo Social Studies: Families
- History - PebbleGo Social Studies: Long Ago and Today
- Economics - PebbleGo Social Studies: All About Money
- Community Jobs and Services - PebbleGo Social Studies: Jobs in the Community

Second Grade - My Community and Other Communities

- Definition of Communities - PebbleGo Social Studies: My World
- Similarities and Differences Among People - PebbleGo Social Studies: Culture and Awareness
- Government and Principles of Democracy - PebbleGo Social Studies: U.S. Government
- Maps and Geography - PebbleGo Social Studies: Maps
- Change over Time - PebbleGo Social Studies: Long Ago and Today
- Community Jobs - PebbleGo Social Studies: Jobs in the Community

Third Grade - Communities Around the World

- Physical and Political Geography
- Cultural Heritage - PebbleGo Social Studies: Holidays; PebbleGo Biographies
- Cultural Similarities and Differences - World cultures book set
- Types of Governments Around the World
- Human Rights
- Economics of Production - PebbleGo Social Studies: All About Money

Fourth Grade - New York

- Geography - Spotlight on New York: The Land and Resources of NY
- Native Americans - Spotlight on New York: Native Americans
- Colonial and Revolutionary War - Spotlight on New York: NY's Early Explorers, The Dutch Colony of New Netherland, The British Colony of NY, The American Revolution in NY, NY's Role in the New Nation, Key Leaders in Colonial NY
- Government - Spotlight on New York: New York's Government
- Slavery and Rights
- Industrialization - Spotlight on New York: NY's Industrial Growth, The Economic Growth of NY, The Erie Canal
- Immigration - Spotlight on New York: The Melting Pot

Fifth Grade - The Western Hemisphere

- Early Peoples of the Americas - MackinVIA: Native American Civilizations
- Meso-American Societies and Civilizations - MackinVIA: Aztecs, The Ancient Maya; GVLibraries: Aztec, Inca & Zapotec, Maya

- European Exploration - MackinVIA: What do You Know About the Age of Exploration, From Columbus to Colonial America (Primary Source Documents); Spotlight on New York: NY's Early Explorers
- Geography in Western Hemisphere - Lands and People
- Cultures in Western Hemisphere - Lands and People; MackinVIA: Argentina, Brazil, Chile, Columbia, Mexico, Venezuela
- Government in Western Hemisphere - Lands and People
- Economics in Western Hemisphere - Lands and People

Sixth Grade - The Eastern Hemisphere

- Modern Geography - Lands and People
- The First Humans
- Early River Valley Civilizations - Spotlight on Ancient Civilizations: Egypt; MackinVIA: Ancient Mesopotamian Civilization, The Mesopotamians, Ancient India, Ancient Egyptian Civilization, GVLibraries: Ancient Egypt, Ancient India, Egypt's Golden Empire, From Nomads to Farmers
- Comparative World Religions - GVLibraries: Videos on world religions
- Classical Civilizations - Spotlight on Ancient Civilizations: Greece, Rome; MackinVIA: Ancient Chinese Civilization, Ancient Roman Civilization; GVLibraries: Ancient China, Ancient Greece, Ancient Greco-Roman Cultures, Ancient Rome, The Greeks: Crucible of Civilization,
- Mediterranean World - MackinVIA: Ancient Persians
- Interactions Across the Eastern Hemisphere

Seventh Grade - History of the US and NY I

- Native Americans - Spotlight on New York: Native Americans; MackinVIA: Native American Civilizations; GVLibraries: America's History in the Making - Mapping Initial Encounters
- Colonial Developments - Spotlight on New York: The Dutch Colony of New Netherland, The British Colony of NY, Key Leaders in Colonial NY; MackinVIA: American Archaeology Uncovers the Dutch Colonies, American Archaeology Uncovers the Earliest English Colonies, From Columbus to Colonial America (Primary Source Documents); GVLibraries: America's History in the Making - Colonial Designs
- American Independence - Spotlight on New York: The American Revolution in NY; MackinVIA: The American Revolution and The Young Republic (Primary Source Documents); GVLibraries: America's History in the Making - Revolutionary Perspectives
- The Constitution - Spotlight on New York: NY's Role in the New Nation; MackinVIA: The American Revolution and The Young Republic (Primary Source Documents); GVLibraries: The United States Constitution, Creating the Federal Government, America's History in the Making - The New Nation
- US Government - Spotlight on New York: New York's Government; GVLibraries: Introduction to Government, The Three Branches of American Government
- Westward Expansion - MackinVIA: American Archaeology Uncovers the Westward Movement, From Democracy's Roots to a Country Divided (Primary Source Documents); GVLibraries: Lewis & Clark, America's History in the Making - Contested Territories
- Reform Movements - MackinVIA: From Democracy's Roots to a Country Divided (Primary Source Documents), American Archaeology Uncovers the UnderGround Railroad; GVLibraries: The Abolitionists, Civil Rights, Slavery on the Making of America, Not For Ourselves Alone, America's History in the Making - Antebellum Reform
- Nation Divided - MackinVIA: From Democracy's Roots to a Country Divided (Primary Source Documents), The American Civil War and Reconstruction (Primary Source Documents); GVLibraries: America's History in the Making - A Nation Divided

Eighth Grade - History of the US and NY II

- Reconstruction - MackinVIA: The American Civil War and Reconstruction (Primary Source Documents); GVLibraries: America's History in the Making - Reconstructing a Nation
- Industrialization and Immigration - GVLibraries: America's History in the Making - Taming the American West, Industrializing America, The Progressives
- Expansion and Imperialism - GVLibraries: America's History in the Making - A Growing Global Power
- World War I and Roaring Twenties - Student Resources in Context: World War I, 1920s

- Great Depression - Student Resources in Context: Great Depression; GVLibraries: America's History in the Making - By the People, For the People
- World War II - Student Resources in Context: World War II
- Foreign Policy (Cold War, Middle East, Terrorism, etc.) - Student Resources in Context: Foreign Policy, Cold War, Terrorism, 9/11; GVLibraries: America's History in the Making - Postwar Tension and Triumph, Global America
- Demographic Change (Baby Boomers, Immigration, etc.) - Student Resources in Context: Immigration; Opposing Viewpoints in Context: Emigration and Immigration; GVLibraries: America's History in the Making - Egalitarian America
- Domestic Politics and Reform (Civil Rights, Great Society, Vietnam, Government) - Student Resources in Context: Civil Rights, Great Society Programs, Vietnam War; Opposing Viewpoints in Context: Guns and Violence, Cyberbullying, Espionage and Intelligence

Ninth Grade - Global History and Geography I

- The First Civilizations (10,000 BCE - 630 CE) - MackinVIA: Exploring the Life, Myth, and Art of Ancient Egypt; GVLibraries: Bridging World History - Human Migrations, Agricultural and Urban Revolutions, Early Belief Systems
- Classical Societies (600 BCE - 900 CE) - MackinVIA: Exploring the Life, Myth, and Art of Ancient China/Greece/Rome; GVLibraries: Bridging World History - Order and Early Societies, The Spread of Religions
- Age of Expanding Connections (500 - 1500) - GVLibraries: Bridging World History - Early Economics, Connections Across Land, Connections Across Water, Early Empires
- Global Interactions (1400 - 1750) - GVLibraries: Early Global Commodities,

Tenth Grade - Global History and Geography II

- The World in 1750 - GVLibraries: Bridging World History - Ideas Shape the World, Rethinking the Rise of the West
- An Age of Revolutions, Industrialization, and Empires - GVLibraries: Bridging World History - Global Industrialization, Imperial Designs, Colonial Identities,
- Present: Crisis and Achievement in the 20th Century - GVLibraries: Bridging World History - Global War and Peace, People Shape the World, Globalization and Economics, Global Popular Culture
- Contemporary Issues - GVLibraries: Bridging World History - World History and Identity; Opposing Viewpoints in Context: Technology and Society, Free Trade, Globalization,

Eleventh Grade - US History and Government

- Colonial Foundations (1607-1763) - Student Resources in Context; MackinVIA: From Columbus to Colonial America (Primary Source Documents); GVLibraries: America's History in the Making - Colonial Designs, Revolutionary Perspectives
- Constitutional Foundations (1763 - 1824) - Student Resources in Context; MackinVIA: The American Revolution and The Young Republic (Primary Source Documents); GVLibraries: America's History in the Making - The New Nation
- Expansion, Nationalism, Sectionalism (1800 - 1865) - Student Resources in Context; MackinVIA: From Democracy's Roots to a Country Divided (Primary Source Documents), The American Civil War and Reconstruction (Primary Source Documents); GVLibraries: America's History in the Making - Contested Territories, Antebellum Reform, A Nation Divided
- Post Civil War (1865 - 1900) - Student Resources in Context; MackinVIA: The American Civil War and Reconstruction (Primary Source Documents); GVLibraries: America's History in the Making - Reconstructing a Nation
- Industrialization and Urbanization (1870-1920) - Student Resources in Context; GVLibraries: America's History in the Making - Taming the American West, Industrializing America, The Progressives
- Rise of American Power (1890 - 1920) - Student Resources in Context; GVLibraries: America's History in the Making - A Growing Global Power
- Prosperity and Depression (1920 - 1939) - Student Resources in Context: Great Depression; GVLibraries: America's History in the Making - By the People, For the People
- World War II (1935 - 1945) - Student Resources in Context; GVLibraries: The War, The War of the World,

- Cold War (1945 - 1990) - Student Resources in Context; GVLibraries: The Police Wars, America's History in the Making - Postwar Tension and Triumph, Global America
- Social and Economic Change/Domestic Issues (1945 - Present) - Student Resources in Context: Opposing Viewpoints in Context; GVLibraries: Eyes on the Prize, The Long Walk to Freedom, Black Like Me, Freedom Riders, Nine from Little Rock, Unforgivable Blackness, America's History in the Making - Egalitarian America
- US in a Globalizing World (1990 - Present) - Student Resources in Context; Opposing Viewpoints in Context; GVLibraries: Global Economic Issues, Global Science & Technology Issues, Globalizing America

Twelfth Grade - Participation in Government and Civics

- Foundations of American Democracy - GVLibraries: Introduction to Government, Federalism, The Executive Branch, The Judicial System, The Congress, U.S. Constitution (4 Volumes), The Supreme Court (3 Volumes),
- Civil Rights and Civil Liberties - GVLibraries: Civil Rights, Civil Liberties; Student Resources in Context
- Rights, Responsibilities and Duties of Citizenship - Student Resources in Context; Opposing Viewpoints
- Political and Civic Participation - Student Resources in Context; Opposing Viewpoints
- Public Policy - GVLibraries: The Bureaucracy; - Student Resources in Context; Opposing Viewpoints

Twelfth Grade - Economics

- Personal Economic Literacy - GVLibraries: What's the Economy For, Anyway?
- Individuals and Businesses in Product and Factor Markets - GVLibraries: Economics USA - Markets, The Firm, Supply and Demand, Economic Efficiency, Monopoly, Profits and Interest, Resources and Scarcity, Boom and Bust, Inflation, stagflation, Productivity
- Impact of American Capitalism in Global Economy - GVLibraries: Economics USA - Oligopolies, Labor and Management, Reducing Poverty, Public Goods and Responsibility, The Banking System, The Federal Reserve, Federal Deficits,
- Economic Policy in a Global Economy - GVLibraries: Global Economic Issues, Economics USA - GNP/ GDP, Monetary Policy, Stabilization Policy, International Trade, Exchange Rates

Other Resources

- ABC-CLIO (about \$500 each, with packages available) - A series of databases covering social studies topics at a middle/high level including individual resources on American Government, American History, Ancient/Medieval Era, Daily Life in History, The Modern Era, World Geography and World Religions
- CountryWatch (\$150 - \$200) - Offers elementary and secondary level products with information on countries including basic facts, current news, and global issues
- Lincoln Library FactCite (about \$90 each or \$500 for all) - A series of products including Biography for Beginners at elementary level and Biographies, American History, Greek & Roman Mythology, and Shapers of Society at middle/high level
- Rosen Financial Literacy (about \$500) - Comprehensive middle/high economics and personal finance resource including micro, macro, and global economic issues
- Scholastic FreedomFlix (about \$400) - Social studies related ebooks and videos for upper elementary and middle school; sections include Colonial Era, Our Democracy, Westward Expansion, Immigration, Slavery and the Civil War, Economy, The 20th Century, Today's World, and War
- World Book: Early Peoples (about \$100 add-on) - An ebook add-on to World Book Encyclopedia that focuses on ancient civilizations and cultures including those from Africa, Egypt, Greece, Rome, Australian Aborigines, Aztec, Chinese, Inca, North American Natives, Maya, and more.

Grade K: Self and Others

In kindergarten, students study “Self and Others”. The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

Individual Development and Cultural Identity

K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.

K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

- Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.

K.2 Children, families, and communities exhibit cultural similarities and differences.

K.2a Each person is unique but also shares common characteristics with other family, school, and community members.

- Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.

K.2b Unique family activities and traditions are important parts of an individual’s culture and sense of self.

- Students will explain how their family celebrates birthdays or other special days.

K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.

- Students will learn about and respect individual differences.

K.3 Symbols and traditions help develop a shared culture and identity within the United States.

K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.

- Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.

K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.

- Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.
- Students will identify American symbols such as the Liberty Bell and the bald eagle.
- Students will learn the Pledge of Allegiance.
- Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.
- Students will learn patriotic songs including the national anthem, “America the Beautiful,” and “America.”

Civic Ideals and Practices

K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

- Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).

K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

- Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as messenger).

K.5 Rules affect children and adults, and people make and change rules for many reasons.

K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

- Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.

K.5b People in authority make rules and laws that provide for the health and safety of all.

- Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).

K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.

- Students will be given an opportunity to create new rules as needed for class activities.

Geography, Humans, and the Environment

K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.

K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.

- Students will identify the differences and similarities between a globe and a map.

K.6b Places and regions can be located on a map or globe using geographic vocabulary.

- Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).

K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

- Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).

K.7 People and communities are affected by and adapt to their physical environment.

K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

- Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.

Time, Continuity, and Change

K.8 The past, present and future describe points in time and help us examine and understand events.

K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.

- Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).

K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

- Students will retell a story and explain the value, idea, tradition, or important event that it expressed.

Economic Systems

K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

K.9a A need is something that a person must have for health and survival, while a want is something a person would like to have.

- Students will identify basic needs (food, clothing, and shelter).
- Students will distinguish between a need and a want.

K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.

- Students will identify examples of goods and services.

K.9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- Students will identify examples of scarcity.

Grade 1: My Family and Other Families, Now and Long Ago

“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order.

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced as well as the role of authority to make rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources as well as making economic decisions.

Individual Development and Cultural Identity

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

1.1a Families are a basic unit of all societies and different people define family differently.

- Students will listen to stories about different families and will identify characteristics that are the same and different.

1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions which creates a multicultural community.

- Students will identify traditions that are associated with their families and tell why the tradition is important.

1.1c Awareness of America’s rich diversity fosters intercultural understanding.

- Students will compare the cultural similarities and differences for various ethnic and cultural groups found in New York State.

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.

1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation’s history, values, and beliefs.

- Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as *America the Beautiful*, *America* (“My Country 'Tis of Thee”), and *The Star Spangled Banner* and begin to understand the general meaning of the lyrics.

Civic Ideals and Practices

1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.

1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.

- Students will participate in group activities and contribute to the work of the group.

1.3b Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

- Students will explain the traits of a responsible citizen and model actions of responsible citizens.

1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

- Students will discuss ways that they can protect and respect our world and its people.

1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

1.4a Rules and laws are developed to protect people's rights and the safety and welfare of the community.

- Students will discuss the difference between rules and laws and determine why school rules were developed and what the consequences are of not following the rules.

1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

- Students will begin to identify that there are local, state, and national levels of government and will identify some actions that the government takes.

1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

- Students will be given opportunities to solve problems, make decisions, and resolve conflicts.

Geography, Humans, and the Environment

1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.

1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.

- Students will use cardinal directions within the classroom to describe the location of objects (e.g., desks, bookcases) and create a map of the classroom using symbols to represent objects.

1.5b Maps are used to locate important places in the community, state, and nation such as capitals, monuments, hospitals, museums, schools, and cultural centers.

* According to the *Dignity for All Students Act*, "others" include but not limited to people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.

- Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.

1.5c Symbols are used to represent physical features and man-made structures on maps and globes.

- Students will closely read maps making use of the legends to understand symbols and what they represent.

1.6 People and communities depend on and modify their physical environment in order to meet basic needs.

1.6a People and communities depend on the physical environment for natural resources.

- Students will identify natural resources required to meet basic needs.

1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.

- Students will identify how the physical environment of their community has been modified to meet needs and wants.

1.6c People interact with their physical environment in ways that may have a positive or a negative effect.

- Students will identify positive and negative effects that human interaction can have on the physical environment.

Time, Continuity, and Change

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)

1.7a Personal and family history is a source of information for individuals about the people and places around them.

- Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other.

1.7b Families change over time, and family growth and change can be documented and recorded.

- Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.

1.7c Families of long ago have similarities and differences with families today.

- Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.

1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

- Students will use sequence and chronological terms when describing family events.

1.8 Historical sources reveal information about how life in the past differs from the present.

1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.

- Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.

1.8b Oral histories, biographies, and family time lines relate family histories.

- Students will interview family members to learn about their family history. Students will develop a family time line as an extension of their personal time line.
- Students will describe the main characters and qualities after listening to biographies and legends.

Economic Systems

1.9 People have many economic wants and needs, but limited resources with which to obtain them.

1.9a Scarcity means that people's wants exceed their limited resources.

- Students will provide examples of scarcity by identifying wants that exceed resources.

1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.

- Students will examine choices that families make due to scarcity and identify costs associated with these choices.

1.9c People use tools, technologies, and other resources to meet their needs and wants.

- Students will examine how tools, technology, and other resources can be used to meet needs and wants.

1.10 People make economic choices as producers and consumers of goods and services.

1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.

- Students will identify examples of goods and services.

1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.

- Students will identify examples of a producer and a consumer.

1.10c People and families work to earn money to purchase goods and services they need or want.

- Students will examine how earning money through work is related to the purchase of goods and services.

1.10d People make decisions about how to spend and save the money they earn.

- Students will examine decisions that people make about spending and saving money.

Grade 2: My Community and Other Communities

“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order.

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their impact are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

Individual Development and Cultural Identity

2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

2.1a An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.

2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

2.1c Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.

- Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.
- By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.

- Students will identify activities that are available in each community type and discuss how those activities affect the people living in that community.

2.2 People share similarities and differences with others in their own community and with other communities.

2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

- Students will examine the ethnic and/or cultural groups represented in their classroom.
- Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different culture groups.
- Students will identify community events that help promote a common community identity.

2.2b A community is strengthened by the diversity of its members with ideas, talents, perspectives, and cultures that can be shared across the community.

- Students will explore how different ideas, talents, perspectives, and culture are shared across their community.

Civic Ideals and Practices

2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.

2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.

- Students will explore democratic principles such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.

2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.

- Students will examine the ways in which the government in their community provides order and keeps people safe and how citizens can demonstrate respect for authority.

2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

- Students will learn about the process of voting and what opportunities adults in the community have for participation.
- Students will participate in voting within the classroom and in school as appropriate.

2.3d Symbols of American democracy serve to unite community members.

- Students will examine the symbols of the country including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.

2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.

2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.

- Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.

2.4b Communities have leaders who are responsible for making laws and enforcing laws.

- Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.

2.4c Citizens provide service to their community in a variety of ways.

- Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).
- Students will identify how adults can provide service to the school and the community at large.

Geography, Humans, and the Environment

2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.

- Students will locate their communities on maps and/or globes.
- Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports).
- Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.

2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

- Students will compare how different communities in their state or nation have developed and explain how physical features of the community affect the people living there.

2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.

- Students will explore how humans have positively and negatively impacted the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
- Students will describe the means people create for moving people, goods, and ideas in their communities.

2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

- Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
- Students will locate the equator, northern and southern hemispheres, and poles on a globe.
- Students will use maps and legends to identify major physical features such as mountains, rivers, lakes, and oceans of the local community, New York, and the nation.

Time, Continuity, and Change

2.6 Identifying continuities and changes over time can help understand historical developments.

2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.

2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

- Students will examine continuities and changes over time in their community using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
- Students will develop a time line for their community including important events, such as when the school was built.

2.7 Cause-and-effect relationships help us recount events and understand historical development.

2.7a Cause-and-effect relationships help us understand the changes in communities.

- Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).

Economic Systems

2.8 Communities face different challenges in meeting their needs and wants.

2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

- Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.
- Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).

2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.

- Students will explore economic decision making and the use of money.

2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.

- Students will examine how consumers react to changes in the prices of goods.

2.8d Taxes are collected to provide communities with goods and services.

- Students will explore the purpose of taxes and how they are collected in their community.

2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.

- Students will distinguish between goods and services and identify goods produced in their community.

2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police provide services.

- Students will identify different types of jobs performed in their community.
- Students will explain the services provided by community workers.

2.9c At times, neighboring communities share resources and workers to support multiple communities.

- Students will explore how communities share resources and services with other communities.

Grade 3: Communities around the World

In “Communities around the World” students learn about communities around the globe and global citizenship. Students bring with them knowledge about their community. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action.

Teachers must select at least three communities that may reflect the diversity of their local community for extensive study. These communities should represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures.

The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, key ideas and the social studies practices may be presented in any order.

Geography, Humans, and the Environment

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.

- Students will identify the continents and oceans using globes and maps.
- Students will locate the selected world communities in relation to oceans and continents.

3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- Students will identify the differences between a globe and a map.
- Students will examine a variety of maps for at least two of the selected world communities looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).
- Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities

3.2 The location of world communities can be described using geographic tools and vocabulary.

3.2a World communities can be located on globes and maps.

- Students will examine where each selected world community is located.

3.2b World communities can be located in relation to each other and to principle parallels and meridians.

- Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent.

- Students will examine the geographic factors of each selected world community including physical features and climate, noting how certain factors are likely to support settlement and larger populations.
- Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.

3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

- Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.
- Students will investigate how human activities and the use of technology have altered the environment bringing about unintended consequences for each of the selected world communities and their own community.
- Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.

Time, Continuity, and Change

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- Students will examine symbols of each selected world community.

3.4b Arts, music, dance, and literature develop through a community's history.

- Students will explore the arts, music, dance, and literature for each selected world community.

Development, Movement, and Interaction of Cultures

3.5 Communities share cultural similarities and differences across the world.

3.5a The structure and activities of families and schools share similarities and differences across world communities.

- Students will compare and contrast the structure and activities of families and schools in each selected community with their own.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

- Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the impact of the people, goods, and ideas on these communities.
- Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their impact on those communities.

Civic Ideals and Practices

3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.

- Students will examine what type of government is found in each selected world community and compare and contrast it with United States government as well as other selected world communities.

3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.

- Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.

3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.

- Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States as well as other selected world communities.

3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.

- Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States as well as other selected world communities.

3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

- Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.

3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

- Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.

3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.

- Students will investigate steps people can take to support social action and change.

Creation, Expansion, and Interaction of Economic Systems

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

3.9a World communities use human and natural resources in different ways.

- Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.
- Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.

3.9b People in communities have various ways of meeting their basic needs and earning a living.

- Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.
- Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

3.10a Communities around the world produce goods and provide services.

- Students will determine what goods are produced and services are provided in each selected world community.
- Students will examine how the goods are produced within each selected world community.
- Students will investigate who receives the goods that are produced in each selected world community.

3.10b World communities have needs, wants, and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade.

- Students will examine each selected world community in terms of what products and/or services it exports to other communities.
- Students will examine each selected world community in terms of what products and/or services it imports from other communities.
- Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.
- Students will examine how technological developments in transportation and communication have influenced trade over time.

Grade 4: New York State and Local History and Government

Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the state's history from before the European colonial era to the modern period. The key ideas allow teachers to make connections to present-day New York and the local community.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 4.4 Government and 4.6 Westward Movement and Industrialization.

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

- Students will be able to identify and map New York State's major physical features including mountains, plateaus, rivers, lakes, and large bodies of water such as the Atlantic Ocean and Long Island Sound.
- Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.

4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.

- Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community.
- Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community using directionality, and latitude and longitude coordinates.
- Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State.

4.2 NATIVE AMERICAN* GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

- Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations.
- Students will investigate how Native Americans such as the Iroquois (Haudenosaunee) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.

4.2b Native American groups developed specific patterns of organization and governance to manage their societies.

- Students will compare and contrast the patterns of organization and governance of Native American groups such as the Iroquois (Haudenosaunee) and Lenape, including matrilineal clan structure, decision-making processes, and record keeping with a focus on local Native American groups.

4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

* For this document, the term "Native American" is used with the understanding it could say "American Indian."

- Students will examine Native American traditions; job specialization the roles of men, women, and children in their society; transportation systems; and technology.
- Students will examine contributions of Native Americans evident today.

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

(Standards 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.3a Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.

- Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.
- Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

4.3b Colonial New York became home to many different peoples including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

- Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.
- Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.
- Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.

4.3c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.

- Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.
- Students will examine the alliances between Native Americans and the English and between Native Americans and the French.

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.

- Students will examine issues of political and economic rights that led to the American Revolution.
- Students will examine New York’s geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation.
- Students will explore why African Americans volunteered to fight with the British during the war.
- Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.

4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.

(Standards: 1, 5; Themes: GOV, CIV)

4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.

- Students will examine the basic structure of the federal government, including the president, Congress, and the courts.
- Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.

4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

- Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.
- Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified.
- Students will investigate the steps necessary for a bill to become a law in New York State.

4.4c Government in New York is organized into counties, cities, towns, and villages.

- Students will identify the county in which they live, noting where their city, town or village is within that county.

OR

- Students will identify the borough of New York City in which they live, and in which county the borough is located.

(NOTE: Teachers choose the appropriate content specification based on the school location)

- Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community.

4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

- Students will examine the rights and freedoms guaranteed to citizens.

4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

- Students will learn their responsibilities as citizens such as obeying rules and laws (e.g., traffic safety, see something—say something, anti-bullying).
- Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

- Students will examine the rights denied to women during the 1800s.
- Students will investigate people who took action to bring about change such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

4.5c The United States became divided over several issues including slavery resulting in the Civil War. New York State supported the Union and played an important role in this war.

- Students will explore how New York State supported the Union during the Civil War providing soldiers, equipment, and food.
- Students will research a local community's contribution to the Civil War effort using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.

4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time with improvements in transportation and technology.

(Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

4.6a After the Revolution, New Yorkers began to move and settle further west, using roads many of which had begun as Native American trails.

- Students will examine why people began to move west in New York State.
- Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes.

4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.

- Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.
- Students will examine how the development the canal affected the Haudenosaunee nations.
- Students will locate and name at least five towns and four cities along the canal and identify major products shipped using the canal.

4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state, and the world.

- Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities.
- Students will trace developments in transportation and communication technology from the 1800s to the present, noting the impact these changes had on their communities, the state, and the world.

4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.

- Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today.
- Students will explore which resources were extracted in New York State over time, the location of those resources, and the economic activities associated with those resources.

- Students will examine the importance of New York City to the development of banking and finance in New York State and the United States.

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

- Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others as locally appropriate.

4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.

- Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.

4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.

- Students will examine how the economic activities in their local community have changed over the last 50 years.
- Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid- Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central New York, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York.

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

- Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today, examining why they came and where they settled, noting the role of the Irish potato famine.
- Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.
- Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.
- Students will investigate the requirements for becoming a United States citizen.
- Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them such as ethnic social clubs and fraternal support organizations.

4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

- Students will investigate the reasons African Americans moved into northern cities.
- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

Grade 5: The Western Hemisphere

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.3 European Exploration and its Effects, 5.6 Government, and 5.7 Economics.

5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)

5.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.

- Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Beringia land bridge, using maps and archaeological evidence.

5.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.

5.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

- Students will examine maps that show the variety of different Native American* groups located in the Western Hemisphere, noting there are many different culture groups in many different types of physical, climate, and vegetative regions.
- Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

(Standards: 2, 3; Themes: ID, TCC, GEO, GOV)

5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.

* For this document, the term “Native American” is used with the understanding it could say “American Indian.”

- Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map and when they occurred.
- Students will investigate the characteristics of the Mayas, Aztecs, and Incas noting similarities and differences.

5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

- Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.

5.2c Political states can take different forms such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.

- Students will compare and contrast political states of the Maya and the Aztec noting the territories they controlled, the type of rule each had, and how the ruler attempted to unify the people.

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.

(Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

- Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.
- Students will map the key areas of the Western Hemisphere colonized by the English, Dutch, French, Portuguese, and Spanish comparing the location, relative size, and key resources of these regions.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will examine the how Native Americans viewed the newcomers.
- Students will examine the European interactions with Native Americans using these examples:
 - Conquests by Cortez and Pizarro and the resulting demographic change
 - French in Canada and the fur trade

5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange and reshaped the lives and beliefs of people.

- Students will map the movement of people, plants, animals, and disease between Europe, the Americas, and Africa.

5.3d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

- Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.
- Students will examine the conditions experienced by enslaved Africans during the Middle Passage.

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)

5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

- North America (Canada and the United States)
- Mesoamerica (Mexico and Central America)
- Caribbean
- South America

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

- Students will map the regions within the Western Hemisphere and locate major physical features within each region.
- Students will create a political map of the Western Hemisphere noting which countries are in which region and a political map of the United States showing the location of the states.
- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

- Students will explore key cultural characteristics such as the languages and religions and contributions of the United States, Canada, Mexico, and one Caribbean or one South American country.
- Students will compare and contrast key cultural characteristics and the contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.

5.5b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.

- Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade.

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

- Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.

- Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.
- Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.

5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

- Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

- Students will examine at least one group of people such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere who have struggled or are struggling for equality and civil rights or sovereignty.

5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development and provide assistance in challenging situations.

- Students will examine multinational organizations and nongovernmental organizations and their role in promoting cooperation, peace, and cultural understanding.

5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.

(Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems include traditional, market, and command which address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

- Students will explore the characteristics of a traditional economy used by the Plains Indians, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

- Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.
- Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).

5.7b Countries trade with other countries to meet economic needs and wants. They are interdependent.

- Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.
- Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.

Grade 6: The Eastern Hemisphere

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.

The course begins with an examination of the Eastern Hemisphere today using geographic skills. This provides the foundation to make connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere; 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates; and 6.8 Interactions Across the Eastern Hemisphere.

6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

(Standard: 3: Theme: GEO)

6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:

- Middle East (North Africa and Southwest Asia)
- Sub-Saharan Africa
- Europe (West, North, South, Central, and Southeast)
- Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus, Moldova, and Ukraine)
- East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan)
- Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)
- South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)
- Oceania (Australia, New Zealand, the Pacific)

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.
- To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.

6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

- Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied.

6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)

6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.

6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.

6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.

- Students will explore the early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.
- Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.
- Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples and distinguish between the Paleolithic Age and Neolithic Age.

6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.

- Students will determine if the Neolithic Revolution is a turning point in world history using various forms of evidence.

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)

6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.

6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley developed complex societies and civilizations.

- Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus river valley), or one in East Asia (Yellow river valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.

6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.

6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.

- Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.
- Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.

6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

(Standard: 2; Themes: ID, SOC)

6.4a Civilizations and complex societies developed belief systems and religions that have similar as well as different characteristics.

6.4b Belief systems and religions are based on a set of mutually held values.

- Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)

6.4c Belief systems and religions often are used to unify groups of people and may affect social order and gender roles.

- Students will be able to identify similarities and differences across belief systems including their effect on social order and gender roles.
- Students will explore the influence of various belief systems on contemporary cultures and events.

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

(Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)

6.5a Geographic factors influence the development of classical civilizations and their political structures.

- Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.
- Students will compare and contrast the similarities and differences of the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.

- Students will examine the similarities and differences in the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.

6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

- Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.

- Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards: 2, 3, 4, 5; MOV, TCC, GOV, CIV, EXCH)

6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.

- Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.

6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.

- Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.

6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.

- Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures.

6.6d Competition and rivalry over religious, economic, and political control over the holy lands led to conflict such as the Crusades.

- Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions.
- Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)

6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

- Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes.
- Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.
- Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel.

6.7b The Mongol conquests in Eurasia fostered connections between the East and the West and the Mongols served as important agents of change and cultural diffusion.

- Students will map the extent of the Mongol Empire at the height of its power.
- Students will examine the methods used by the Mongols to enable them to rule over a diverse population noting how Mongol rule expanded trade.
- Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its impact on various regions within Afro-Eurasia using a variety of sources such as maps, poetry, and other primary source documents.

6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

- Students will examine how various technologies affected trade and exchanges. Some examples are types of ships including junks and caravels, improvements to ships such as sails and rudders, navigation tools such as the compass and astrolabe, and gunpowder.

Grade 7 History of the United States and New York I

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. (NOTE: If a school/district has a 7th grade program that incorporates Reconstruction, this document is not intended to prohibit that inclusion.) Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.

7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

(Standards: 1, 2; Themes: ID, MOV, GEO)

7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.

- Students will examine theories of human settlement of the Americas.
- Students will compare and contrast different Native American culture groups with a focus on the influence geographic factors had on their development including Sioux and Anasazi.
- Students will examine the various Native American culture groups located within what became New York State including Haudenosaunee (Iroquois), and the influence geographic factors had on their development.

7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

(Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)

7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

- Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
- Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans justified by the “Doctrine of Discovery.”

* For this document, the term “Native Americans” is used with the understanding it could say “American Indians.”

- Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahican, Mohawk or Munsee, French interactions with the Algonquin, and Spanish interactions with the Muscogee.
- Students will investigate other Native American societies found in their locality and their interactions with European groups.
- Students will examine the major reasons Native American societies declined in population and lost land to the Europeans.

7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the economic, social and political characteristics of each colonial region.

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.

- Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.
- Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.
- Student will examine Dutch contributions to American society including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.

7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

- Students will describe the conditions of the Middle Passage.
- Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.
- Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York.
- Within the context of New York history, students will distinguish between indentured servitude and slavery.

7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.

(Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.
- Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.

7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification, and the influence of Haudensaunee ideas in their development.
- Students will examine actions taken by the British including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre using historical evidence.
- Students will compare the proportions of loyalists and patriots in different regions of New York State.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s *Common Sense* had on colonial leaders in their debates on independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.

7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Iroquois (Haudenosaunee) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1789) established the terms of peace.

- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.
(Standards: 1, 5; Themes: GOV, CIV)

7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

- Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.
- Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.

7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

- Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.
- Students will examine how key issues were resolved during the Constitutional Convention including:
 - state representation in Congress (Great Compromise or bicameral legislature)
 - the balance of power between the federal and state governments (establishment of the system of federalism)
 - the prevention of parts of government becoming too powerful (the establishment of the three branches)
 - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)
- Students will examine the role of New York residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.

7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)

7.5a The Constitution outlined a federalist system of government that shares powers among the federal, state, and local governments.

- Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- Students will examine how checks and balances work by tracing how a bill becomes a law
- Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time with changes in the early 19th century making it more democratic.

- Students will examine the process for amending the constitution.
- Students will examine the evolution of the unwritten constitution such as Washington’s creation of the presidential cabinet and the development of political parties.
- Students will examine the changes to the New York State Constitution and how they were made during the 19th century.

7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

- Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in *Marbury v. Madison*, and the War of 1812 in terms of testing the strength of the Constitution.
- Students will examine the Monroe Doctrine and its impact on foreign policy.

7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

(Standards: 1, 3; Themes: ID, MOV, TCC, GEO)

7.6a Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs such as Manifest Destiny and the need for resources increased westward expansion and settlement.

- Students will compare and evaluate the ways by which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6b Westward expansion provided opportunities for some groups while harming others.

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups such as the Mormons to move westward.
- Students will examine the growth of suffrage for white men under Andrew Jackson.
- Students will examine the conditions faced on the Trail of Tears by the Cherokee and the impact the removal had on their people and culture.
- Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the ways in which westward movement had an impact on the lives of women and African Americans.
- Students will examine the policies of New York State toward Native Americans at this time.

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.

(Standards: 1, 5; Themes: SOC, CIV, GOV)

7.7a The Second Great Awakening, which had a strong showing in New York, inspired reform movements.

- Students will investigate examples of early 19th-century reform movements such as education, prisons, temperance, and mental health care, examining the circumstances that led to the need for reform.

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will examine the impact of *Uncle Tom's Cabin* on the public perception of slavery.
- Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.

7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

- Students will examine efforts of women to acquire more rights, including Sojourner Truth, Elizabeth Cady Stanton, Matilda Joselyn Gage, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.

- Students will trace the Anti-Rent movement in New York State.

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

(Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between States rights advocates and supporters of a strong federal government.

- Students will examine regional economic differences as they relate to industrialization.

7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

- Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- Students will examine growing sectional tensions including the decision in *Dred Scott v. Sanford* (1857) and the founding of the Republican Party.

7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

- Students will examine both long- and short-term causes of the Civil War.
- Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.
- Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.

7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
- Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.
- Students will examine the enlistment of freed slaves and how it helped to change the course of the Civil War.
- Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.

7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.

- Students will examine the roles of women, civilians, and free African Americans during the Civil War.
- Students will examine the aftermath of the war in terms of destruction, impact on population, and economic capacity by comparing impacts of the war on New York State and Georgia.
- Students will explain how events of the Civil War led to the establishment of federal supremacy.

Grade 8 History of the United States and New York II

Grade 8 Social Studies is arranged chronologically beginning with the Reconstruction and ending at the present and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York history from the post-War period up to the present day providing the opportunity to explore contemporary issues.

Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.2 A Changing Society, 8.4 World War I and the Roaring 20s, 8.7 Foreign Policy, and 8.8 Demographic Change.

8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- Students will examine the impacts of the sharecropping system on African Americans.
- Students will examine the reasons for the migration of African Americans to the North.
- Students will examine the rise of African Americans in government.

8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the *Plessy v. Ferguson* ruling.

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city and other New York cities experienced growth at this time.

- Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.
- Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.

8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.

- Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.
- Students will examine the living conditions in urban areas with a focus on increasing population density and the impact this growth had on the social, cultural, and economic lives of people.

8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.

- Students will examine nativism and anti-immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement, and immigration legislation of the 1920s.
- Students will explore the growth and impacts of child labor and sweatshops.
- Students will explore the development of political machines, including Boss Tweed and Tammany Hall.

8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.

- Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World.
- Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers’ Union strike.

8.2e Progressive era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women’s rights and the suffrage movement and spurred the creation of government reform policies.

- Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual’s work and the actions that individual took or recommended to address those issues.
- Students will explore leaders and activities of the temperance and woman’s suffrage movements.
- Students will investigate the Triangle Shirtwaist Fire and the legislative response.
- Students will examine state and federal government responses to reform efforts including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.

(Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO)

8.3a Continued westward expansion contributed to increased conflicts with Native Americans.

- Students will examine the impact of the transcontinental railroad on the movement toward westward expansion.

- Students will examine examples of Native American resistance to the western encroachment including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.
- Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.

8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.

- Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS *Maine*.
- Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.

8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.

- Students will assess the events surrounding the annexation of Hawaii.
- Students will examine the purpose and impact of the Open Door Policy.

8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.

- Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

(Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

- Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.
- Students will examine examples of war propaganda and its impact on support for United States involvement in the war.
- Students will examine the restrictions placed on citizens after United States entry into the war including the Espionage Act (1917) and the Sedition Act (1918).

8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- Students will examine impacts of the changes in military technologies used during World War I including trench warfare, chemical weapons, machine guns, and aircraft.

8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.

- Students will examine Wilson’s Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- Students will examine the reasons for and impact of prohibition on American society.
- Students will examine examples of World War I and postwar race relations such as the East St. Louis riots, the Silent March, and the Tulsa riots.
- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.

- Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.

8.5b The Great Depression and the Dust Bowl affected American businesses and families.

- Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying impacts based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.

8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

- Students will identify key programs adopted under the New Deal and including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.

8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)

8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.

- Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.

8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.

- Students will examine American involvement in World War II including the American strategy in the Pacific and the invasion of Normandy on D-Day.
- Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.
- Students will investigate the impact of the war on the American economy and day-to-day life.
- Students will examine the decision in *Korematsu v. United States* (1944) to intern Japanese Americans in light of perceived national security concerns versus constitutional rights.
- Student will examine the role of New Yorkers in World War II, focusing on local institutions such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.

8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization and the protection of human rights.

- Students will examine the role of air power by the allies, including the use of the atomic bombs in Hiroshima and Nagasaki.
- Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.
- Students will examine the structure and work of the United Nations.

8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.

(Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)

8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.

- Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- Students will examine the term *nuclear superpower* and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.

8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.

- Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.

8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.

- Students will examine the changing relationships between the United States and foreign countries such as
 - China beginning in 1950
 - Afghanistan beginning in the 1980s
 - Russia beginning in 1990
 - Middle East (Israel, Palestine, Iran, Kuwait, Iraq)
 - Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico
 - European Union countries

8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.

- Students will examine the terrorist attack of September 11, 2001, its impact on national security and the United States responses to it including the USA Patriot Act, the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

8.7e Increased globalization has led to increased economic interdependence and competition.

- Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce.
- Students will examine the role of multinational corporations and their influence on the world economy.

8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.

(Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)

8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.

- Students will explore the short-term and long-term impacts of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.
- Students will examine the impacts of suburbanization, including urban decay, suburban growth, and diminished availability of farmland both nationally and within New York State.
- Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.

8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.

- Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.
- Students will examine the debates over and the effects of immigration legislation, including recent debates over immigration policy.

8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.

- Students will explore the impact of pollution, industrialization and population growth on the environment such as urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).

8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society and eventually brought about equality under the law but slower progress on economic improvements.

- Students will compare and contrast the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King Jr., and Malcolm X.
- Students will explain the significance of key civil rights victories including President Truman's desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.

- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.
- Students will examine judicial actions taken to protect individual rights, such as *Miranda v. Arizona* (1966) and *Tinker v. Des Moines School District* (1969).

8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.

- Students will explain the difference between Medicare and Medicaid.
- Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.

8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.

- Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.

8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.

- Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.

Grade 9: Global History and Geography I

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

Teachers should note that some key ideas may require extra instruction time and attention. The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Some key ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions.

While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.

9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics.

(Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)

9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.

- Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.

9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.

- Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.

(Standards 2, 3; Themes: ID, SOC)

9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

- Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

9.2b Belief systems often were used to unify groups of people and affected social order and gender roles.

- Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.

Classical Societies, 600 B.C.E. – ca. 900 C.E.

9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)

9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions.

- Students will examine the location and relative size of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power held within a region.
- Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.

9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.

- Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.

9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.

- Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.

9.3d Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.

- Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.

An Age of Expanding Connections, ca. 500 – ca. 1500

9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)

9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.

- Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.

9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.

- Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.

9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources and brought with them enslaved people and ideas that led to cultural diffusion.

- Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.
- Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.
- Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.

9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.

- Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (Byzantine Empire and rise of Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).

9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)

9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.

- Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire including the role of Justinian and Theodora during the Middle Ages.
- Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.

9.5b Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions.

- Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced.
- Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.

9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge and often led to cultural diffusion.

- Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.
- Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).
- Students will examine feudal Japan tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.

9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and demographic impacts.

(Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)

9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.

- Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.
- Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives.
- Students will examine the development of Sikhism during this time period in South Asia.

9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.

- Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe.
- Students will evaluate the impact of the Black Death on these regions.

Global Interactions, ca. 1400 – 1750

9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.

(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)

9.7a Three belief systems influenced numerous powerful states and empires across the Eastern Hemisphere.

- Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.
- Students will map the extent of the Ottoman Empire and Ming Dynasty at the height of their power.

9.7b The dominant belief system and the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organization.

- Students will analyze how the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organization.

9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.

- Students will examine Ming interactions with European traders and Christian missionaries.
- Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)

9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.

- Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.
- Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.
- Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.

9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

- Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period.
- Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.

9.8c Complex societies and civilizations made unique cultural achievements and contributions.

- Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

(Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)

9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.

- Students will investigate technologies and ideas including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.
- Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.
- Students will examine political ideas developed during the Renaissance including those of Machiavelli.

9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.

- Students will explore the roles of key individuals including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola and the impact they had on the religious and political unity of Europe.
- Students will trace the discrimination against and persecution of Jews.

9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.

- Students will investigate Russian efforts to remove Mongol and Islamic influence and expand and transform their society.
- Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.

9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs.

- Students will examine the Scientific Revolution including the influence of Galileo and Newton.

9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized.

- Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in *The Leviathan* and *The Second Treatise on Government*.
- Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.

9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.

(Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)

9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.

- Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.
- Students will trace major motivations for European interest in exploration and oceanic trade including the influence of Isabella and Ferdinand.

9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.

- Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.
- Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.
- Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic impacts on the Americas resulting from the Columbian exchange.

9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.

- Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.
- Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.

9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.

- Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.
- Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.
- Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.

9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.

- Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere.
- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.
- Students will examine the development of European maritime empires and mercantilism.

Grade 10: Global History and Geography II

Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues applying a more thematic approach.

Teachers should note that some key ideas may require extra time and attention. For example, 10.1 The World in 1750 is a brief introduction and will not require as much time as other Key Ideas.

While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

The World in 1750

10.1 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)

10.1a Powerful Eurasian states and empires faced and responded to challenges ca. 1750.

- Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity.
- Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate.
- Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.

10.1b Perceptions of outsiders and interactions with them varied across Eurasia.

- Students will compare and contrast the Tokugawa and Mughal response to outsiders with attention to the impact of those decisions.
- Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750.
- Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.

1750–1914: An Age of Revolutions, Industrialization, and Empires

10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)

10.2a Enlightenment thinkers developed political philosophies based on natural laws which included the concepts of social contract, consent of the governed, and the rights of citizens.

- Students will examine at least three Enlightenment thinkers including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau and key ideas from their written works.

10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements such as women's rights and abolition; some leaders may be considered enlightened despots.

- Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.
- Students will examine enlightened despots including Catherine the Great.

10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.

- Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre and Napoleon Bonaparte.
- Students will examine the evidence related to the impact of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.

10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.

- Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.

10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)

10.3a Agricultural innovations and technologies enabled people to alter their environment allowing them to increase and support farming on a large scale.

- Students will examine the agricultural revolution in Great Britain.

10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.

- Students will analyze the factors and conditions needed to industrialize and to expand industrial production as well as shifts in economic practices.
- Students will examine the economic theory presented in *The Wealth of Nations*.
- Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.

10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.

- Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.

10.3d Social and political reform as well as new ideologies developed in response to industrial growth.

- Students will investigate suffrage, education, and labor reforms as well as ideologies such as Marxism intended to transform society.
- Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.

(Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)

10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

- Students will explore imperialism from a variety of perspectives such as missionaries, indigenous people, women, merchants/business people, and government officials.
- Students will trace how imperial powers politically and economically controlled territories and people including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.

- Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi).
- Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps often with little regard for traditional cultures and commerce (e.g., Berlin Conference).

- Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914 noting the changes and continuities of ethnic groups and regions, African states, and European claims.

1914–Present: Crisis and Achievement in the 20th Century

10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.

(Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)

10.5a International competition fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances led to world wars.

- Students will compare and contrast long- and short-term causes and effects for World War I and World War II.

10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II.

- Students will compare and contrast the technologies utilized in both World War I and World War II noting the human and environmental devastation.

10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.

- Students will examine international efforts to work together to build stability and peace including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.

10.5d Nationalism and ideology played a significant role in shaping the period between the world wars.

- Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin.
- Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
- Students will examine the role of nationalism and militarism in Japan.
- Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.

10.5e Human atrocities and mass murders occurred in this time period.

- Students will examine the atrocities against the Armenians, the Ukrainian Holodomor, and the Holocaust.

10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.

(Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.

- Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.

- Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives.
- Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.
- Students will examine the reasons countries such as Egypt and India chose nonalignment.
- Students will explore the era of détente from both American and Soviet perspectives.

10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.

- Students will investigate the political reforms of glasnost and economic reforms of perestroika.
- Students will examine the impact of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.

(Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)

10.7a Independence movements in India and Indochina developed in response to European control.

- Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.
- Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.

10.7b African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.

- Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.

10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.

- Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism.
- Students will examine the creation of the State of Israel and the Arab-Israeli conflict.

10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People’s Republic of China.

- Students will trace the Chinese Civil War including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist-run People’s Republic of China and a nationalist-run Taiwan.
- Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies.

Contemporary Issues

10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.

(Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)

10.8a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.

- Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

10.8b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

- Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.
- Students will explore how changes in technology such as communication and transportation have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world affecting economic and political relations in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.

(Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)

10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the impact of time and distance.

- Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology.
- Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).

10.9b Globalization is contentious, supported by some and criticized by others.

- Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including:
 - free market export-oriented economies vs. localized sustainable activities
 - development of a mixed economy in China and its role in the global economy
 - multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries)
 - roles of World Trade Organization, World Bank, International Monetary Fund and microfinance institutions
 - economic growth and economic downturns (e.g., recession, depression) on a national and a global scale
 - economic development and inequality (e.g., access to water, food, education, health care, energy)
 - migration and labor
 - ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)

10.9c Population pressures, industrialization and urbanization have increased demands for limited natural resources and food resources, often straining the environment.

- Students will examine how the world's population is growing exponentially for numerous reasons and how it is not evenly distributed.
- Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications).
- Students will examine strains on the environment such as threats to wildlife and degradation of the physical environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

10.9d Globalization has created new possibilities for international cooperation and for international conflict.

- Students will examine the role of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful.
- Students will investigate one organization and one international action that sought to provide solutions to environmental issues including the Kyoto Protocol.
- Students will examine threats to global security such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism including a discussion of the events of September 11, 2001.

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 by which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)

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 impact 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 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 anti-apartheid 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 Sui Kyi and the Mothers of the Plaza de Mayo.

Grade 11: United States History and Government

Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century and the Cold War. Students explore the expansion of the federal government, the threat of terrorism and the place of the United States in an increasingly globalized and interconnected world.

11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange among diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)

11.1a Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.

- Students will trace European contact with Native Americans including the Dutch, the English, the French and the Spanish.
- Students will examine the impact of European colonization on Native Americans who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.

11.1b A number of factors influenced colonial economic development, social structures, and labor systems causing variation by region.

- Students will examine the impact of geographic factors on patterns of settlement and the development of colonial economic systems.
- Students will examine the factors influencing variations in colonial social structures and labor systems.
- Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.

11.1c Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common and yet varied across the colonies.

- Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience.
- Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in New Netherland.

*For this document the term "Native American" is used with the understanding it could say "American Indian."

11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)

11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government.

- Students will examine British efforts to gain greater political and economic control such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.

- Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impact.
- Students will examine the impact of the Revolutionary War on workers, African Americans, women, and Native Americans.

11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation and instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.

- Students will examine the weaknesses and successes of government under the Articles of Confederation.
- Students will explore the development of the Constitution, including the major debates and their resolutions including compromises over representation, taxation, and slavery.
- Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.
- Students will examine the key points of debate expressed in the *Federalist Papers* and the *Antifederalist Papers*, focusing on the protection of individual rights and the proper size for a republic.
- Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.

11.2d Under the new Constitution, the young nation sought to achieve national security and political stability as the three branches of government established their relationships with each other and the states.

- Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address.
- Students will examine Hamilton’s economic plan, the debate surrounding the plan, and its impact on the development of political parties.
- Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000,

focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000.

- Students will examine Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*, and analyze how these decisions strengthened the powers of the federal government.

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

(Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth.

- Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism.
- Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.
- Students will examine Jackson’s presidency noting the ways it strengthened presidential power yet challenged constitutional principles in the case of *Worcester v. Georgia* (1832), including the controversy concerning the Indian Removal Act and its implementation.

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis.
- Students will investigate the development of the abolitionist movement, focusing on Nat Turner’s Rebellion, Sojourner Truth, William Lloyd Garrison (*The Liberator*), Frederick Douglass (*The Autobiography of Frederick Douglass* and *The North Star*), and Harriet Beecher Stowe (*Uncle Tom’s Cabin*).
- Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the *Dred Scott* decision, and John Brown’s raid.

11.3c Long-standing disputes over States rights and slavery and the secession of Southern states from the Union sparked by the election of Abraham Lincoln led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

- Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons the North prevailed over the South and the impact of the war.
- Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation.

- Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term impact.

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

(Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

- Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
- Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and *Plessy v. Ferguson* (1896).
- Students will examine the ways in which freedmen attempted to build independent lives including activities of the Freedmen’s Bureau, creation of educational institutions, and political participation.
- Students will examine the impact of the election of 1876 and the compromise of 1877 on African Americans.

11.4b The 14th and 15th amendments failed to address the rights of women.

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century, including the work of Susan B. Anthony.

11.4c Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.

- Students will examine the economic impacts of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion.
- Students will examine the effect of federal policies on Native Americans on the Great Plains including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School).

11.4d Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.

- Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900.
- Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

(Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)

11.5a New technologies and economic models created rapid industrial growth and transformed the United States.

- Students will examine the technological innovations that facilitated industrialization considering energy sources, natural resources, transportation, and communication.
- Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- Students will evaluate the effectiveness of state and federal attempts to regulate business, by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

11.5b Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts.

- Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.
- Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the International Workers of the World, considering actions taken by the unions and the response to these actions.
- Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
- Students will trace reform efforts by individuals and the consequences of those efforts including:
 - Jane Addams and Hull House
 - Jacob Riis' *How the Other Half Lives*
 - New York Governor Theodore Roosevelt and the Tenement Reform Commission
 - Upton Sinclair's *The Jungle* and the Meat Inspection Act
 - Margaret Sanger and birth control
 - Ida Tarbell's *The History of the Standard Oil Company*
 - Ida Wells and her writings about lynching of African Americans
 - Booker T. Washington's contributions to education, including Tuskegee Institute
 - W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis* and the Silent Protest (1917)

11.6 THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)

11.6a In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States’ role in the world.

- Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.
- Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions.
- Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
- Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary.

11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.

- Students will investigate the reasons for President Wilson’s shift from neutrality to involvement in World War I.
- Students will examine Wilson’s goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations.
- Students will examine reasons President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

11.6c World War I had important social, political, and economic effects on American society.

- Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
- Students will investigate the causes and effects of the Great Migration on American society.
- Students will examine the Supreme Court decision concerning civil liberties in *Schenck v. United States* (1919).
- Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

11.7 PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period the nation faced significant domestic challenges including the Great Depression. (Standards: 1, 4; Themes: ID, TCC, SOC, CIV)

11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.

- Students will examine the cultural trends associated with the Roaring Twenties, including women’s efforts at self-expression and their changing roles.

- Students will examine the impact of Prohibition on American society.
- Students will examine change in immigration policy as reflected by passage of the Quota Acts of the 1920s.
- Students will examine the reasons for the resurgence of the Ku Klux Klan.
- Students will examine the key issues related to the Scopes trial.

11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.

- Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.
- Students will examine the rise of African American racial pride and Black Nationalism including the role of Marcus Garvey.

11.7c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems reflected by the stock market crash of 1929 led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.

- Students will examine the reasons for economic prosperity during the 1920s.
- Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.
- Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin Roosevelt to the Great Depression.
- Students will examine the human and environmental causes of the Dust Bowl and its effects.
- Students will evaluate President Roosevelt’s leadership during the Depression including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his Court packing effort.

11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)

11.8a As situations overseas deteriorated, President Roosevelt’s leadership helped move the nation from a policy of neutrality to a pro-Allied position and ultimately direct involvement in the war.

- Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies including “cash and carry” and Lend-Lease.
- Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.
- Students will examine the impact of the Japanese attack on Pearl Harbor.
- Students will examine President Roosevelt’s leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
- Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

11.8b United States entry into World War II had a significant impact on American society.

- Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates.
- Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in *Korematsu v. United States* (1944).
- Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination they experienced in the military and workforce.

11.8c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future.

- Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.
- Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials.
- Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.
(Standards: 1, 2, 3; Themes: TCC, GOV, ECON)

11.9a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

- Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
- Students will trace United States containment policies including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.
- Students will examine domestic concerns about the spread of communism and the rise of McCarthyism.
- Students will examine the impact of Truman's decision to fight a limited war in defense of South Korea.
- Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting in Vietnam.
- Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair.
- Students will examine the congressional effort to limit presidential power through the War Powers Act.

11.9b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.

- Students will trace the acceleration of the nuclear arms race from the detonation of an atomic bomb by the Soviet Union in 1949 through 1969, including the effect of Sputnik and the Space Race.
- Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations leading to the adoption of the Nuclear Test Ban Treaty.
- Students will examine the policy of détente and its effect on the nuclear arms race.

11.9c American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped define the contours of American policy in the Middle East.

- Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.

11.9d A combination of factors contributed to the end of the Cold War including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.

- Students will trace factors leading to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

- Students will examine the role and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X in the movement and their perspectives on change.
- Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.
- Students will examine judicial actions and legislative achievements during the movement such as *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States* (1964) and Voting Rights Act of 1965.
- Students will analyze the significance of key events in the movement including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas, the Birmingham protest, and the March on Washington.

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

- Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:
 - Modern women’s movement (e.g., *The Feminine Mystique* [1963], National Organization for Women , Equal Pay Act and Title IX, *Roe v. Wade*)
 - Native Americans (e.g., American Indian Movement, Russell Means, native identity and land claims)
 - Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)
 - People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990])
 - Rights of accused (e.g., *Mapp v. Ohio* [1961], *Gideon v. Wainwright* [1963], *Miranda v. Arizona* [1966])
 - Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration reform)
 - Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)
 - Environment (e.g., *Silent Spring* [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan’s policy)
 - Student rights (e.g., *Engel v. Vitale* [1962], *Tinker v. Des Moines School District* [1969], *New Jersey v. TLO* [1985])
- Students will thoroughly investigate at least one of the efforts above.

11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.
- Students will examine the causes of the financial panic of 2008 and the federal government’s response to the Great Recession.
- Students will examine the debates over the role of the government in providing a social safety net including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under Obamacare.

11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present)

The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization.

Throughout this time period, the nation has continued to debate and define its role in the world.

(Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)

11.11a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.

- Students will examine the decision of President George H. W. Bush to oppose Iraq’s invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War.
- Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.

11.11b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror which involved controversial foreign and domestic policies.

- Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- Students will examine the decision to invade Iraq based on allegations concerning weapons of mass destruction and trace the course of the war.
- Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

11.11c Globalization and advances in technology have affected the United States economy and society.

- Students will examine the positive and negative consequences of globalization in relation to the United States economy.
- Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.
- Students will examine the economic relationship and the strategic rivalry between the United States and China.

Grade 12: Participation in Government and Civics

This course aims to provide students with opportunities to become engaged in the political process by learning the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

12.G1a Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.

12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.

12.G1c Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.

12.G1d The rule of law is a system in which no one, including government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.

12.G1e The powers not delegated specifically in the Constitution are reserved to the states. Though the power and responsibility of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.

12.G1f The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation and allows the Constitution to evolve and change.

12.G2 CIVIL RIGHTS & CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights which have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

12.G2c The Constitution aims to protect, among other freedoms, individual and group rights

to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.

12.G2d An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.

12.G2e The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally insured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12.G2f Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.

12.G2g Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

12.G3 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.

12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.

12.G3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.

12.G3d Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign when they decide to seek public office.

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

12.G4a Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems,

including the electoral college and winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.

12.G4b Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.

12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

12.G4d The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies among states in the United States.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

12.G5a Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.

12.G5b On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

12.G5c Successful implementation of government policy often requires cooperation among many levels of government as well as other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding creation and implementation of policy.

12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Grade 12: Economics, the Enterprise System, and Finance

“Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States and the role of entrepreneurs in our economy, as well as the impact of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal finance (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the impact of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and impact those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

12.E1d To be an informed participant in the global economy one must be aware of inflation and have an understanding how international currencies fluctuate in value relative to the United States dollar.

12. E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources they own to businesses in the factor markets.

12.E2a Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one’s resources are driven by numerous factors including a desire to derive the maximum benefit and thus the most efficient allocation of those resources.

12.E2b The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. Consumers influence product availability and price through their purchasing power in the

product market in a perfect world. Product market supply and demand determine product availability and pricing.

12.E2c Businesses choose what to supply in the product market based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).

12.E3 THE IMPACTS OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental impact. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

12.E3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.

12.E3b The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.

12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).

12.E3d A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and the marketplace as well as to promote income equality and social mobility have had varied results.

12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

12.E4a Policy makers establish economic goals related to economic indicators including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.

12.E4b The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.

12.E4b The Federal Reserve is the government institution responsible for managing the nation's monetary policy including regulating the amount of money in circulation and interest rates.

12.E4c Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interests trying to influence the negotiations.