Department of Education

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K-8

Social Studies Scope & Sequence

2014-2015

NYC Department of Education

K-8 Social Studies Scope and Sequence

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K-8 Social Studies Scope & Sequence **2014-15**

The study of history, geography, economics, government and civics is the study of humanity, of people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community. While knowledge of content is very important, it is equally important to engage our students in historical thinking. Students engaged and challenged to think like historians, raise questions, think critically, consider many perspectives and gather evidence in support of their interpretations as they draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These are the skills that will serve them well as participating citizens of a democracy.

The New York City K-8 Scope and Sequence is a comprehensive resource that integrates national standards, the New York State Social Studies Core Curriculum (content, concepts, key ideas, understandings and performance indicators), the Common Core Learning Standards (CCLS) and the New York State K-8 Social Studies Framework. The following Framework elements are highlighted:

- Key Ideas, the central organizing feature for each grade, represent the essential and enduring content understandings that should be the focus of teaching and learning for each grade.
- Corresponding references to Conceptual Understandings (in the form of decimal notations).
- The six social studies practices of gathering, using and interpreting evidence, chronological reasoning and causation, comparison and contextualization, applying geographic reasoning, understanding economics and economic systems, and engaging in civic participation.

Each yearly course of study is organized around a suggested time frame for core content (units of study) guided by essential questions. Teachers can use the document to focus on planning coherent instruction that considers relevant skills, practices and knowledge objectives for deep historical understanding.

For students in grades K-8, the social studies content should be integrated with the relevant CCLS by utilizing the standards for reading informational text, writing informational text, speaking/listening and language standards and the standards for Literacy in History and Social Studies (grades 6-8).

Note to Teachers:

The volume of social studies content included in each year's course of study presents some challenges. Teachers are faced with large amounts of content to be "covered" and yet want to provide their students with opportunities for in-depth inquiry and exposure. This issue of "depth versus breadth" is not a new construct but it requires teachers to accept that not all content is created equal. It is also important to understand that it is not possible to "cover" everything as the amount of content covered rarely correlates to the amount of content that is learned.

The real question is how to address enough content and still make time for in-depth exploration of the most essential topics? How do we decide on which topics to linger over versus those topics that merit only familiarity? Which topics will provide students with opportunities to interact with the real complexities of historical inquiry and thinking? Which topics will support student development of necessary critical and analytical thinking skills? Which topics will help us focus attention on significant and essential issues and lead students to understand the "Big Ideas" behind history?

The dilemma of depth versus breadth is not easy to address. It is also not something that can be decided for us. It requires all teachers to make the best decisions given our knowledge of the content, assessments, instructional goals, and most importantly our understanding of student learning (students' needs, interest and readiness).

Anna Commitante
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The Ten Unifying Themes

These ten unifying Social Studies themes represent different lenses that can be applied to the teaching and learning of the Key Ideas and Conceptual Understandings across all grades, K-12.

1 Individual Development and Cultural Identity

- Role of social, political, and cultural interactions in the development of identity
- Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences

2 Development, Movement, and Interaction of Cultures

- Role of diversity within and among cultures
- Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art
- Cultural diffusion and change over time as facilitating different ideas and beliefs

3 Time, Continuity, and Change

- History as a formal study that applies research methods
- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

4 Geography, Humans and the Environment

- Relationship between human populations and the physical world (people, places, and environments)
- Impact of human activities on the environment
- Interactions between regions, locations, places, people, and environments
- Spatial patterns of place and location

5 Development and Transformation of Social Structures

- Role of social class, systems of stratification, social groups, and institutions
- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
- Social and political inequalities
- Expansion and access of rights through concepts of justice and human rights

6 Power, Authority, and Governance

- Purposes, characteristics, and functions of various governance systems as they are practiced
- Individual rights and responsibilities as protected and challenged within the context of majority rule
- Fundamental principles and values of constitutional democracy
- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

7 Civic Ideals and Practices

- Basic freedoms and rights and responsibilities of citizens in a democratic republic
- Role of the citizen in the community and nation and as a member of the global community
- Civic participation and engagement
- Respect for diversity
- Civic ideals and practices in countries other than our democratic republic
- Struggle for rights, access to citizenship rights, and universal human rights

8 Creation, Expansion, and Interaction of Economic Systems

- Production, distribution, and consumption
- Scarcity of resources and the challenges of meeting wants and needs
- Supply/demand and the coordination of individual choices
- Economic systems
- Trade, interdependence, and globalization
- Role of government in the economy
- Personal finance

9 Science, Technology, and Innovation

- Scientific and intellectual theories, findings, discoveries, and philosophies
- Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization
- Relationship between science, technology, and innovation and social, cultural, and economic change

10 Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion; the spread of ideas, beliefs, technology, and goods
- Role of technology
- Benefits/consequences of global interdependence (social, political, economic)
- Causes and patterns of migration
- Tension between national interests and global priorities

Thinking & Process Skills

It should be the goal of the teacher to foster the development of Social Studies thinking and process skills. The application of these skills allows students to understand and investigate important issues in the world around them. Inquiry-based units of study will include many or most of the following skills. These skills should be incorporated into students' instruction as developmentally appropriate.

Thinking Skills	▪ comparing and contrasting ▪ identifying cause and effect ▪ drawing inferences and making conclusions ▪ evaluating ▪ distinguishing fact vs. opinion ▪ finding and solving multi-step problems ▪ decision making ▪ handling diversity of interpretations	**Sequencing and Chronology Skills**	▪ using the vocabulary of time and place ▪ placing events in chronological order ▪ sequencing events on a timeline ▪ creating timelines ▪ researching time and chronology ▪ understanding concepts of time, continuity, and change ▪ using sequence and order to plan tasks ▪ setting priorities
Research and Writing Skills	▪ getting information ▪ organizing information ▪ looking for patterns ▪ interpreting information ▪ applying information ▪ synthesizing information ▪ supporting a position	**Map and Globe Skills**	▪ reading maps, legends, symbols, and scales ▪ using a compass rose, grids, time zones ▪ comparing maps and making inferences ▪ interpreting and analyzing different kinds of maps ▪ using cartographic tools ▪ creating maps
Interpersonal and Group Relation Skills	▪ defining terms ▪ identifying basic assumptions ▪ identifying values conflicts ▪ recognizing and avoiding stereotypes ▪ participating in group planning and discussion ▪ cooperating to accomplish goals ▪ assuming responsibility to carry out tasks	**Graph and Image Analysis Skills**	▪ decoding images (graphs, cartoons, photos) ▪ interpreting graphs and other images ▪ drawing conclusions ▪ making predictions

K Kindergarten: Self and Others

1 UNIT 1: School and School Community: Citizens Understanding Civic Ideals and Practices

SEPTEMBER – OCTOBER

Essential Question: What does it mean to be a member of a school community?

K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. (Standard 5)

The School and Classroom Community

- Classrooms are organized for student learning
- Teachers are important to classrooms
- Schools are special purpose buildings
- A school community helps children learn
- Many people work in schools and have different jobs and responsibilities
- A school community helps in many ways (health, etc.)
- Students help each other in many ways
- A school is made up of diverse people and students
- Members of a classroom deserve to be heard and deserve respect
- School communities have missions, special songs, mottos

Rights and Responsibilities K.4a, K.4b

- Citizens are members of communities
- Citizens have rights and responsibilities
- Children have basic rights (as members of a family, school, community, nation, and world)

cont.

2 UNIT 2: Self and Others: Individual Development and Cultural Identity

NOVEMBER – DECEMBER

Essential Question: How are people the same and different?

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. (Standards 1, 5)

Identity and Diversity K.1a, K.1b

- People have physical characteristics: height, eye and hair color, age, race/ethnicity, gender, etc.
- People change over time
- Individuals have likes, dislikes, talents and skills
- Personal experiences help us connect to others (activities, traditions, celebrations, etc.)
- Personal experiences are shared by family members and friends

Self as Learner

- Learning is important
- People learn in different ways
- People learn from families
- Teachers help students learn
- People have various talents and abilities
- People change and grow as learners

cont.

3 UNIT 3: Geography, People and the Environment

JANUARY – MARCH

Essential Question: What makes a community?

K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions. (Standards 1, 3, 4, 5)

Geography K.6a, K.6b, K.6c

- Places in the classroom can be located using directions
- Places in the school and neighborhood can be located using directions
- A globe represents the Earth
- Maps can be used to represent places
- Places and regions can be located on a map or globe
- Schools are located in neighborhoods
- Schools, communities, or neighborhoods can be represented and located on a map
- New York City is made up of five boroughs
- New York State is part of the United States
- The United States is made up of many different states
- The United States can be located on a map (states, land and water masses)
- Schools, neighborhoods, cities are part of the United States

cont.

4 UNIT 4: Families, Change and Time

APRIL – JUNE

Essential Question: How are families the same and different?

The Family Structure K.2a, K.2b, K.2c, K.3b

- Families are important
- Families are made up of members
- Families can have a variety of structures (immediate and extended family)
- Families are diverse
- Family members may or may not live together
- Families work together to solve problems
- Families have diverse cultures and customs
- Families share customs, beliefs, and values
- Families celebrate in different ways
- Families celebrate important days together (birthdays, Mother's Day, etc.)

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. (Standard 4)

Family Economic Needs and Wants K.9a, K.9b, K.9c

- Family members have different jobs and responsibilities

cont.

1 UNIT 1: School and School Community: Citizens Understanding Civic Ideals and Practices

SEPTEMBER – OCTOBER

Essential Question: What does it mean to be a member of a school community?

- Children have classroom responsibilities
- Considerate classmates are good citizens
- Children have responsibilities at school and at home
- People can be citizens of the school, neighborhood, and the United States

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

Rules and Laws K.5a, K.5b, K.5c

- Schools and classrooms have rules for all to follow
- Rules are important
- Rules and routines keep people safe and healthy
- Children can help to create classroom rules
- U.S. residents have rules and laws

2 UNIT 2: Self and Others: Individual Development and Cultural Identity

NOVEMBER – DECEMBER

Essential Question: How are people the same and different?

K.2 Children, families, and communities exhibit cultural similarities and differences. (Standards 1, 2)

Developing Identity K.2a, K.2b, K.2c

- People share common characteristics
- People exhibit differences
- People are unique and diverse
- People share ethnicity, culture and religion (Haitian-American, Jewish, African-American, etc.)
- People speak a native language (English, Korean, Arabic, Spanish, etc.)

K.3 Symbols and traditions help develop a shared culture and identity within the United States. (Standard 1)

Citizenship and Shared Culture K.3a, K.3b

- The United States is comprised of diverse cultural groups
- Cultural groups share traditions, beliefs, religions, and holidays
- Important symbols of the U.S. (flag, Liberty Bell, bald eagle, etc.)
- U.S. residents recite the Pledge of Allegiance
- The U.S. flag has parts (stars and stripes)
- Americans share patriotic songs ("The Star Spangled Banner," "This Land is Your Land," "America the Beautiful")

cont.

3 UNIT 3: Geography, People and the Environment

JANUARY – MARCH

Essential Question: What makes a community?

Features of Communities K.6b, K.6c

- Communities have unique features and special purpose buildings (homes, schools, businesses, places of worship, libraries, parks, leaders, police/fire station, museums, hospitals)
- Communities have rules and routines (garbage collection, street signs, crossing the street)
- Communities have history
- Communities change over time
- Communities have landmarks, monuments, and architecture
- Communities have forms of transportation
- Communities have local organizations

People and Neighborhoods K.6

- A neighborhood is made up of many different families
- Neighborhoods reflect the languages and traditions of the people who live there
- Residents are people who live in neighborhoods
- Residents pay for goods and services
- People work in neighborhoods and have different jobs and responsibilities (police, store owners, sanitation workers, firefighters)
- People in neighborhoods rely on each other for goods, services, and assistance

cont.

4 UNIT 4: Families, Change and Time

APRIL – JUNE

Essential Question: How are families the same and different?

- Family members care for and help each other
- Families have basic needs and wants (safety, economic decisions, etc.)
- Family members rely on each other
- Family members make choices to meet their needs and wants
- Families plan for the future (schooling, finances, etc.)

K.8 The past, present and future describe points in time and help us examine and understand events. (Standards 1, 2)

Family History K.8a, K.8b

- All families have a history or past
- Families recount events using sequence words (first, yesterday, last year, etc.)
- Families change over time
- Family history can be shared (names, family trees, letters, old photographs, etc.)
- Family histories can be recorded
- Families have a cultural heritage
- Family histories may have started in other states/countries
- Family stories are passed down from one generation to another
- Families share folktales, legends, oral histories, and music
- Families have traditional foods/recipes that reflect their culture
- Families share traditions

	2 UNIT 2: Self and Others: Individual Development and Cultural Identity	3 UNIT 3: Geography, People and the Environment	
	NOVEMBER – DECEMBER	JANUARY – MARCH	
	Essential Question: How are people the same and different?	**Essential Question: What makes a community?**	
	▪ Communities/organizations identify/elect leaders ▪ The president is the leader of the U.S. ▪ Washington D.C. is the capital of the U.S. ▪ U.S. residents celebrate national holidays (Independence Day, Labor Day, Memorial Day, Thanksgiving, etc.)	▪ People deserve respect and understanding ▪ A neighborhood/community is part of a borough **K.7 People and communities are affected by and adapt to their physical environment. (Standard 3)** ▪ Physical environment affects the way people live ▪ Physical features of a community can be changed by climate, weather ▪ People can change their environment	

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Ask questions.
2. Recognize forms of evidence used to make meaning in social studies.
3. Identify the author or creator of a book or map.
4. Identify opinions expressed by others.
5. Create understanding of the past.

B. Chronological Reasoning and Causation

1. Retell an important life event in sequential order.
2. Understand the concept of time measurements including days and weeks.
3. Identify causes and effects using an example from his/her family life.
4. Identify change over time in his/her life.
5. Identify events of the past, present, and future in his/her life.
6. Identify routines and common occurrences in his/her life.

C. Comparison and Contextualization

1. Identify similarities and differences between home and school.
2. Identify similarities and differences between him/her and others.
3. Describe an event in his/her life.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models.
2. Identify natural events or physical features such as land, water, air, and wind.
3. Describe how environment affects his/her activities.
4. Identify a pattern.
5. Identify a human activity that changed a place.

E. Economics and Economic Systems

1. Identify examples of scarcity and choices made due to scarcity.
2. Identify examples of goods and services.
3. Identify what money is and how it is used in society.

F. Civic Participation

1. Demonstrate respect for the rights of others.
2. Participate in activities that focus on a classroom or school issue or problem.
3. Identify the role of the individual in classroom participation.
4. Show respect in issues involving difference and conflict.
5. Identify situations in which social actions are required.
6. Identify the school principal and his/her role within the school.
7. Identify and follow rules in the classroom and school.

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

1 UNIT 1: Families and Communities are Important

SEPTEMBER – OCTOBER

Essential Question:
Why are families important and how do they influence who we are?

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community. (Standards 1, 4)

Families are both similar and different 1.1a, 1.1c

- Families are important basic units of all societies
- Families are diverse
- Families can be found in communities around the world
- Families have different structures (nuclear, extended family)
- Families are multigenerational (great grandparents, grandparents, etc.)
- Families teach values and influence family members
- Families are both the same and different in many ways
- Families members provide for and care for each other in a variety of ways
- Families have and provide for needs and wants
- Families have rules and routines
- Family members have various roles, jobs and responsibilities
- Families share work and leisure time
- Families have cultural similarities and differences

cont.

2 UNIT 2: Families, Now and Long Ago

NOVEMBER – DECEMBER

Essential Question:
How do families grow and change over time?

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (Standards 1, 2)

Families Then and Now (Compare/contrast families today with families of long ago) 1.7a, 1.7b, 1.7c, 1.7d

- Families have existed for a long time
- Families lived in other places and at different times
- Family growth and change can be documented (growth charts, photographs, videos, etc.)
- Families change over time
- Family history can be plotted on a timeline
- Family history and events can be described in days, weeks, months, years and seasons
- Families of long ago share similarities and differences with families today

cont.

3 UNIT 3: The Community

JANUARY – MARCH

Essential Question:
What is a community?

1.3 A citizen is a member of a community or group. Students are citizens of their local and global community. (Standard 5)

Local and Global Communities 1.3a, 1.3b, 1.3c

- People are citizens of a community, state, nation and the world
- Citizens respect their community
- Citizens participate in group or community activities
- Members of communities, cities, states, and nations have rights and responsibilities
- Responsible citizens respect others, behave honestly, help others, obey rules and laws, are informed and share resources
- Citizens are members of their own community
- Citizens protect and respect their own communities
- Community workers (police, teachers, etc.) respect the rights of citizens
- Citizens are members of the larger world community (global citizens)
- Global citizens protect and respect the larger world community

cont.

4 UNIT 4: Community Economics

APRIL – JUNE

Essential Question:
How do jobs and money affect communities?

1.9 People have many economic wants and needs, but limited resources with which to obtain them. (Standard 4)

Community Economics 1.9a, 1.9b, 1.9c

- Communities meet people's needs
- Families and communities make choices about wants, needs and scare resources
- People in communities conserve resources (recycling, etc.)
- Governments provide assistance to families and communities
- Scarcity happens when people's wants exceed their resources
- People use tools, science and technology to meet their needs

1.10 People make economic choices as producers and consumers of goods and services. (Standard 4)

Goods and services provide for needs and wants 1.10a, 1.10b, 1.10c, 1.10d

- Goods are things we buy (books, clothing, shoes)
- Producers make goods or provide services for others
- Consumers use goods and services to meet their needs
- People purchase goods in communities

cont.

1 UNIT 1: Families and Communities are Important

SEPTEMBER – OCTOBER

Essential Question:
Why are families important and how do they influence who we are?

Family Traditions 1.1b

- Traditions are an important part of a family's culture
- Families pass on knowledge, customs, language, traditions
- Families influence the language(s) spoken at home
- Families celebrate in many ways
- Families live in different kinds of communities

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity (Standards 1, 5)

History and American Culture 1.2a, 1.2b

- Different events and people shape a community and a country's history
- Communities and the United States have key historic figures and leaders
- A community has historic significance
- People in communities create monuments to commemorate important people and events (then and now)
- Historical events are told through stories, folklore
- National holidays are celebrated (Martin Luther King, Jr. Day, Labor Day, Constitution Day, Columbus Day)
- People show honor for their community, city, state, and nation by respecting the flag, reciting the Pledge of Allegiance and singing patriotic songs

cont.

2 UNIT 2: Families, Now and Long Ago

NOVEMBER – DECEMBER

Essential Question:
How do families grow and change over time?

1.8 Historical sources reveal information about how life in the past differs from the present. (Standards 1, 2)

Looking at Change 1.8a

- Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers)
  - types of homes, buildings, architecture
  - clothing styles
  - travel and transportation
  - jobs
  - food and cooking
  - play and leisure time
  - technology
  - schools
  - population
  - role of women and children

Family History 1.8a, 1.8b

- All families have a history (family members, family trees, photographs)
- The way families record their history changes over time (letters, photographs, videotapes)
- Families share a cultural heritage (songs, dances, food, costumes, stories, etc.)
- Family history is told through stories that are passed from generation to generation

cont.

3 UNIT 3: The Community

JANUARY – MARCH

Essential Question:
What is a community?

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. (Standard 5)

Local, state, and national rules, laws, and governments 1.4a, 1.4b, 1.4c

- Rules and laws are created to protect people's rights and their safety (home, school, community)
- Rules and laws are different
- Communities have and respect rules and laws
- Rules and laws can be changed based on the needs of the community
- Laws protect rights and freedoms of individuals and groups
- Local, state and national levels of government exist to create and enforce laws, and help resolve conflicts
- Governments have varied roles and responsibilities
- Citizens help to form their government
- People elect officials to represent them
- People participate in the democratic process by voting responsibly
- New York City has various levels of leadership (mayors, borough presidents, city council members)
- Students can help solve problems, make decisions, and resolve conflicts in their homes, schools, and communities

cont.

4 UNIT 4: Community Economics

APRIL – JUNE

Essential Question:
How do jobs and money affect communities?

- People in communities work to earn money to provide for their needs and wants
- People make decisions about spending and saving money

Community Workers 1.10b, 1.10c (Standards 4, 5)

- People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.)
- Community workers use tools and resources to provide services in a community
- Community workers are diverse and work with one another
- People in the community help their neighbors in emergencies
- Communities develop new needs and resources, jobs

1 UNIT 1: Families and Communities are Important	2 UNIT 2: Families, Now and Long Ago	3 UNIT 3: The Community	
SEPTEMBER – OCTOBER	**NOVEMBER – DECEMBER**	**JANUARY – MARCH**	
Essential Question: Why are families important and how do they influence who we are?	**Essential Question: How do families grow and change over time?**	**Essential Question: What is a Community?**	
▪ People show honor by respecting elders, learning about and celebrating community, state and American history, events, places, people and culture	▪ Family members share special folktales/legends, oral histories, biographies and legends from their culture with each other ▪ Family values, traditions and beliefs are taught and passed from generation to generation	**1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary. (Standard 3)** **Maps and Map Skills 1.5a, 1.5b, 1.5c** ▪ Maps give different types of information ▪ Maps and map tools help people to move from one place to another ▪ Maps have special features and symbols (compass rose, keys, legend) ▪ Maps are used to locate important places (monuments, parks, public buildings) ▪ Locations can be described using cardinal directions (north, south, east, west) ▪ Cardinal directions can be used to locate places and physical features ▪ Symbols represent places and can be used to locate geographic features and physical characteristics	**1.6 People and communities depend on and modify their physical environments in order to meet basic needs. (Standard 3)** **Communities Meet People's Needs 1.6a, 1.6b, 1.6c** ▪ There are natural and man-made resources in communities ▪ People and communities have basic needs to survive ▪ People rely on natural resources to meet basic needs (water, food, air) ▪ Natural resources are found in the physical environment ▪ Communities are influenced by geography ▪ Some communities have more natural resources than others ▪ Communities modify the environment to meet basic needs ▪ Communities create man-made resources to meet needs and wants (dams, bridges, parks, dwellings) ▪ People's actions can affect the environment in negative or positive ways

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about his/her family.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify the creator and/or author of different forms of evidence.
4. Identify opinions of others.
5. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Retell a real-life family event in sequential order.
2. Understand the concept of time measurements, including days, weeks, months, and years.
3. Identify causes and effects using examples from his/her family life.
4. Identify change over time in his/her family.
5. Identify events of the past, present, and future in his/her family life.
6. Recognize and identify patterns of continuity in his/her family.

C. Comparison and Contextualization

1. Identify similarities and differences between neighborhoods.
2. Identify similarities and/or differences between him/her and others with detail.
3. Describe an event in his/her family.
4. Understand the concepts of geography, economics, and history that apply to his/her family.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other.
2. Identify human activities and human-made features; identify natural events or physical features.
3. Describe how environment affects his/her and other people's activities.
4. Identify a pattern and a process.
5. Describe how human activities alter places.

E. Economics and Economic Systems

1. Explain how scarcity affects choices made by families and communities and identify costs and benefits associated with these choices.
2. Distinguish between a consumer and a producer and their relationship to goods and services.
3. Explain how people earn money and other ways people receive money.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom or school issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom and school participation.
5. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
6. Identify situations in which social actions are required.
7. Identify the president of the United States and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom and school.

2 Grade Two: My Community and Other Communities

1 UNIT 1: Our Community's Geography

SEPTEMBER – OCTOBER

Essential Question: How does geography influence where people live and why?

2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves. (Standard 3)

Geographic Features 2.5a, 2.5d

- Maps and globes have special features (symbols, map legends)
- Maps provide information and have special purposes
- There are many different kinds of maps
- People who make maps use special tools
- Locations can be described using cardinal directions (north, south, east, west)
- Locations can be described using intermediate directions (northeast, southeast, northwest, southeast)
- A community's location is relative to other communities
- Major physical features of New York City, New York State and the U.S. can be located on a map
- Landforms, bodies of water, hemisphere, continent, country, and states can be located on maps
- Urban, rural, and suburban communities can be located on a map

cont.

2 UNIT 2: New York City Over Time

NOVEMBER – DECEMBER

Essential Question: How and why do communities change over time?

2.6 Identifying continuities and changes over time can help understand historical developments. (Standard 1)

Changes over time 2.6a, 2.6b

- Changes over time can be described using dates and timelines
- Changes over time can be examined by using evidence such as maps, population charts, photographs, paintings, newspapers, biographies, and other historical artifacts
- New York City has changed over time and will continue to change in the future
- The architectural landscape of New York City includes old and new features (historic buildings, skyscrapers)

2.7 Cause-and-effect relationships help us recount events and understand historical development. (Standard 1) 2.7a

- New York City in the 1600's was inhabited by various Native American peoples
- Famous explorers arrived in present day New York City (Henry Hudson)
- The Dutch and English influenced the development of early New Amsterdam, New York City

cont.

3 UNIT 3: Urban, Suburban, and Rural Communities

JANUARY – MARCH

Essential Question: How are communities the same and different?

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. (Standards 1, 3)

Kinds of Communities 2.1a, 2.1b, 2.1c, 2.1d

- Communities can be characterized as urban, rural, or suburban
- Features of urban, rural, and suburban communities are different
- Population density and use of the land distinguish types of communities
- Types of transportation in rural and urban communities may be different
- Activities in urban, suburban, and rural communities are different
- Communities affect people's development and identity
- Urban, rural, and suburban communities have special events, people, traditions, practices, and ideas
- There are advantages and disadvantages to living in urban, suburban, and rural communities

cont.

4 UNIT 4: Rights, Rules and Responsibilities

APRIL – JUNE

Essential Question: What is government and why do people need laws?

2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities. (Standard 5)

Principles of Democracy 2.3a, 2.3b

- The United States was founded on democratic principles (dignity for all, equality, fairness, respect for authority and rules)
- Government is established to protect the rights of citizens, promote fairness, and keep people safe

Election Process 2.3c, 2.4a, 2.4b

- Holding elections and voting are examples of democracy
- Local leaders are elected (mayor, city council, comptroller, borough president)
- State and national leaders are elected (governor, senators, president)
- There is a process for elections and voting (schools, communities, New York State, nation)

National Symbols 2.3d

- Community members are united by symbols of citizenship (the U.S. flag and its display and use, the Pledge of Allegiance, and national holidays)

cont.

1 UNIT 1: Our Community's Geography

SEPTEMBER – OCTOBER

Essential Question: How does geography influence where people live and why?

- Geographic characteristics of communities can be described using symbols and map legends

Influence of physical features on the development of different communities 2.5b

- Communities use human and natural resources in different ways
- Geographic features influence how and where communities develop
- Physical features and natural resources may affect how people provide for their needs
- Places have geographic and political boundaries

Humans modify their environments 2.5c

- People adapt and make changes to the environment in positive and negative ways (housing, transportation systems, schools, marketplaces, and recreation areas)
- Environmental factors influence the life-styles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)

Geography of New York City 2.5a, 2.5b, 2.5c

- People can read maps to learn about New York City
- New York City has many geographical features (canals, rivers, hills)
- New York City residents are influenced by geography (travel, jobs, architecture, etc.)
- New York City has both a physical and cultural landscape

cont.

2 UNIT 2: New York City Over Time

NOVEMBER – DECEMBER

Essential Question: How and why do communities change over time?

- New York City changed and grew during the 1700's, 1800's, 1900's
  - Physical environment
  - Population/immigration/migration
  - Size, shape, homes and buildings
  - Use of natural resources
  - Methods of transportation
  - Jobs and industry
  - Technological advances
  - Evolution of communities and neighborhoods

3 UNIT 3: Urban, Suburban, and Rural Communities

JANUARY – MARCH

Essential Question: How are communities the same and different?

- Migration patterns exist in all communities (urban to suburban, suburban to rural, etc.)

2.2 People share similarities and differences with others in their own community and with other communities. 2.2a, 2.2b (Standards 1, 2, 3)

- Communities are diverse
- Urban, suburban, and rural communities embrace traditions and celebrate holidays
- Community events may reflect the community's cultural diversity
- Community events promote a common community identify
- A community is strengthened by the diversity of its members

FOCUS: Comparative case study of urban, suburban, and rural communities 2.1a, 2.1b, 2.1c

Rural Communities

- Rural communities have large areas of open land and smaller populations than suburban or urban communities
- Rural communities are often far from each other, big towns or cities
- People in rural areas may work where they live
- Agriculture is an industry in rural communities
- Vegetation and wildlife may be more abundant in rural areas

cont.

4 UNIT 4: Rights, Rules and Responsibilities

APRIL – JUNE

Essential Question: What is government and why do people need laws?

- There are symbols of American democracy (bald eagle, Statue of Liberty, 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. (Standard 5)

Communities and Government 2.4a, 2.4b, 2.4c

- Communities need rules and laws to solve problems and resolve conflicts
- Community leaders make, enforce, and interpret fair rules and laws
- Community leaders represent the needs of the community to the neighborhood, borough, city, state, etc.
- People need rules for the use of community resources
- Rules and laws have changed over time to meet the needs of community members
- Citizens provide service to their community in a variety of ways

FOCUS: Case study of local New York City government 2.4a, 2.4b

- The three branches of government in New York City
- Local leaders
- City government departments (Department of Education, Transportation, Health, etc.)

cont.

1 UNIT 1: Our Community's Geography

SEPTEMBER – OCTOBER

Essential Question: How does geography influence where people live and why?

- New York City has a unique landscape made up of many islands, large and small, inhabited and uninhabited
- Waterways are important to New York City
- New York City has a unique landscape
- New York City has vegetation and wildlife

3 UNIT 3: Urban, Suburban, and Rural Communities

JANUARY – MARCH

Essential Question: How are communities the same and different?

- Rural areas may have limited public services (hospitals, police, public transportation, etc.)

Suburban Communities

- Suburban communities are residential towns on the outskirts of a city or a large town
- Suburban homes are generally on smaller areas of land than rural homes
- Suburban homes are usually located in neighborhoods
- Suburbs have lower populations than urban communities
- People in suburbs often commute to cities for work
- U.S. suburbs are growing

New York City as an Urban Community

- New York City has a large population with large buildings in close proximity
- Features of New York City include skyscrapers, apartment buildings, factories, offices, row houses, etc.
- The 5 boroughs make up New York City
- New York City communities are connected by a system of bridges and tunnels
- People in New York City travel in a variety of ways (subway, bus, car, ferry, tram, etc.)

cont.

4 UNIT 4: Rights, Rules and Responsibilities

APRIL – JUNE

Essential Question: What is government and why do people need laws?

- Government buildings and their functions (City Hall, courts, post office, etc.)
- City Council is the law-making body of New York City government.
- Local government's relationship to national government
- New York City's relationship to global leaders (United Nations)

2.8 Communities face different challenges in meeting their needs and wants. (Standard 4)

Availability of Resources 2.8a, 2.8b, 2.8c, 2.8d

- Availability of resources to meet basic needs varies across urban, suburban, and rural communities
- Stores and other services are more abundant in urban communities
- Urban and suburban areas have more access to transportation
- People make decisions to buy, sell and use money based on their needs and wants
- Scarcity requires people to make choices about costs and spending money
- Problems arise when people want more than the community can provide (scarcity)
- Taxes are collected to provide communities with goods and services

cont.

		3 UNIT 3: Urban, Suburban, and Rural Communities	4 UNIT 4: Rights, Rules and Responsibilities
		JANUARY – MARCH	APRIL – JUNE
		Essential Question: How are communities the same and different?	**Essential Question: What is government and why do people need laws?**
		▪ There are many different types of industry in New York City (tourism, manufacturing, financial, etc.) ▪ People all over the world visit New York City ▪ New York City remains connected to its historical heritage (street and place names, old buildings, parades, museums, historical re-enactments, etc.) ▪ New York City is made up of neighborhoods that reflect diversity (Flushing's Chinatown, Harlem, Brownsville, Woodlawn, El Barrio, Bronx's Little Italy, etc.) ▪ New York City has many cultural institutions (museums, historical societies, libraries, schools) ▪ New York City has many parks and recreational areas	**2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants. (Standards 4, 5)** **Goods and Services 2.9a, 2.9b, 2.9c** ▪ There are differences between goods and services ▪ There are goods and services specific to New York City ▪ Community resources provide communities with services (library, hospital, playground, etc.) ▪ Members of a community specialize in different types of jobs that provide services to the community (fire fighters, police officers, sanitation workers, teachers, etc.) ▪ Communities share services and resources with other communities

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about the community.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence.
4. Identify arguments of others.
5. Recognize arguments and identify evidence.
6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Retell a community event in sequential order.
2. Understand the concept of time measurements including minutes, hours, days, weeks, months, years.
3. Identify causes and effects using examples from his/her family life or from the community.
4. Identify change over time in his/her community.
5. Identify events of the past, present, and future in his/her community.
6. Recognize and identify patterns of continuity and change in his/her community.

C. Comparison and Contextualization

1. Identify similarities and differences between communities.
2. Identify similarities and differences between his/her community and other communities.
3. Describe an event in his/her community.
4. Recognize the relationships between geography, economics, and history in his/her community.
5. Describe a historical development in his/her community with specific details including time and place.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).
3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
4. Recognize a process that applies to population and a resulting pattern.
5. Describe how human activities alter places in a community.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
2. Describe the resources used to produce goods and provide services in the local community.
3. Describe the role of banks, saving, and borrowing in the economy.
4. Describe the goods and services that people in the local community produce and those that are produced in other communities.
5. Identify goods and services that government provides; explore the concept of taxes.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom, school, or community issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom, school, and community participation.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required.
7. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom, school, and community.

3 Grade Three: Communities around the World

1 UNIT 1: Introduction to World Geography and World Communities	2–7 UNIT 2–7: Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World			
SEPTEMBER – OCTOBER	NOVEMBER – JUNE			
Essential Question: Why does geography matter?	**Essential Question:** How do culture, geography and history shape a community? How are world communities the same? How are they different?			
3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools. (Standard 3) **Geography 3.1a, 3.1b** ▪ Hemispheres, continents, and countries can be located on world maps and globes ▪ Geographic features (oceans, rivers, mountains, etc.) ▪ Kinds of maps (political, physical, vegetation, and resource) ▪ Structural features of maps (title, legend or key, compass orientation, author, date, and grid) ▪ Scale (continent vs. country, country vs. city) ▪ Photographs and satellite images compared with other representations of same area ▪ Places can be located using cardinal and intermediate directions *cont.*	**Sample Case Study A** **Community: Nigeria** **Geographic location 3.2a, 3.2b** ▪ Location of Nigeria ▪ Location of Africa and Nigeria in relation to oceans, continents, and the United States ▪ Distance in relation to parallels and meridians using cardinal and intermediate directions ▪ Satellite images of Nigeria **Geographic features 3.3a, 3.3b** ▪ Environmental regions (savanna, tropical rainforests and coastal wetlands) ▪ Plateaus (Mambilla and Jos) ▪ Rivers (Niger and Benue) ▪ Niger Delta ▪ Rural and urban areas ▪ Semiarid savanna grasslands ▪ Climates and air masses ▪ Vegetation zones *cont.*	**Sample Case Study B** **Community: Egypt** **Geographic location 3.2a, 3.2b** ▪ Location of Egypt ▪ Location of Africa and Egypt in relation to oceans, continents and the United States ▪ Distance in relation to parallels and meridians using cardinal and intermediate directions ▪ Satellite images of Egypt **Geographic features 3.3a, 3.3b** ▪ Lack of arable land ▪ Nile River annual flooding ▪ Building of the Aswan Dam, Suez Canal ▪ Libyan and Sahara Deserts ▪ Agriculture, manufacturing and tourism ▪ Growth of cities ▪ Climates and air masses ▪ Vegetation zones *cont.*	**Sample Case Study C** **Community: People's Republic of China** **Geographic location 3.2a, 3.2b** ▪ Location of China ▪ Location of Asia and China in relation to oceans, seas, continents and the United States ▪ Distance in relation to parallels and meridians using cardinal and intermediate directions ▪ Satellite images of China **Geographic features 3.3a, 3.3b** ▪ Ecological regions (boreal, temperate, tropical, subtropical) ▪ Mountains and plateaus ▪ Rivers (Yellow and Yangtze) ▪ Rural and urban areas ▪ Desert, forest, floodplain, grasslands, mountainous, steppe, 9,000 miles of coastline *cont.*	**Sample Case Study D** **Community: Peru** **Geographic location 3.2a, 3.2b** ▪ Location of Peru ▪ Location of South America and Peru in relation to oceans, continents, and the United States ▪ Distance in relation to parallels and meridians using cardinal and intermediate directions ▪ Satellite images of Peru **Geographic features 3.3a, 3.3b** ▪ Regions: dry coastal plain (the Costa), Andes Mountains, Amazon Rainforest ▪ Earthquake of 1970, El Niño 1983 ▪ Rivers (Amazon, Ucayali, Madre) ▪ Lakes, lagoons and waterfalls (Titicaca) ▪ Cities and villages (Lima, Machu Picchu, Iquitos, Cuzco, Sacred Valley) ▪ Climates and air masses ▪ Vegetation zones *cont.*

1	2-7
UNIT 1: Introduction to World Geography and World Communities	**UNIT 2–7:** Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World
SEPTEMBER – OCTOBER	**NOVEMBER – JUNE**
Essential Question: Why does geography matter?	**Essential Question:** How do culture, geography and history shape a community? How are world communities the same? How are they different?

3.2 The location of world communities can be described using geographic tools and vocabulary. (Standard 3)

- World communities can be located on globes and maps
- Places be located relative to the Equator and Prime Meridian (latitude, and longitude)

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. (Standard 3)

The Environment 3.3a, 3.3b

- Physical features and climate affect settlement and population growth
- Geographic factors influence lifestyle
- People adapt to the environment
- Communities use human and natural resources to meet needs in different ways
- Science, technology, and industry
- Results of technology and advancements
- Environmental protection

cont.

Sample Case Study A

Community: Nigeria

Culture 3.4a, 3.4b, 3.5a, 3.5b

- Settlements and population growth
- National symbols (flag, national anthem)
- Legacy of traditional culture
  - Arts (bronze castings, woodcarvings, terra-cotta sculptures)
  - Music (Juju)
- Sports
- Cultural groups (Fulani, Ijaw, Kanuri, Ibibio, Tiv, Edo, Ibo)
- Food, clothing, and homes
- Gender roles
- Schools (mission schools)
- Languages (English, Hausa, Igbo, Yoruba, Fulani, and hundreds of tribal languages)
- Religious beliefs (Islam, Christianity), customs, traditions and practices
- National and religious holidays, festivals
- Myths and legends
- National Parks (Yankari and Cross River)

cont.

Sample Case Study B

Community: Egypt

Culture and Civilization 3.4a, 3.4b, 3.5a, 3.5b

- Settlements and population growth
- National symbols (flag, national anthem)
- Legacy of traditional culture (art, architecture, music)
- Sports
- Diverse cultural and religious groups
- Food, clothing, and homes
- Gender roles
- Schools
- Languages (Arabic)
- Religious beliefs (Sunni Islam, Sufi & Shia Islam, and Coptic Orthodox Christianity), customs, traditions and practices
- National and religious holidays (Ramadan, Coptic Spring Festival, holy days of Sufi and Coptic Saints)
- Myths and legends
- Key events and people in history
  - Egyptian civilization
  - Pyramids, hieroglyphs, mummification
  - Views of the afterlife

cont.

Sample Case Study C

Community: People's Republic of China

- Impact of climate on settlement patterns (current and ancient)
- Vegetation zones
- Ancient (Grand Canal, The Great Wall, Silk Roads)
- Environmental challenges (urbanization, overpopulation, over-mining, air pollution)

Culture and Civilization 3.4a, 3.4b, 3.5a, 3.5b

- Settlements and population growth
- Leaders past and present
- National symbols (flag, national anthem)
- Legacy of traditional culture
  - Arts (jade ornaments, pottery, porcelain, paper cutting, calligraphy, folding screens, woodblock prints, landscape paintings)
  - Music (Chinese (Beijing) opera, traditional Chinese instruments, folk songs)
- Sports
- Cultural groups (Han, many ethnicities)
- Food, clothing, and homes
- Gender roles

cont.

Sample Case Study D

Community: Peru

Culture and Civilization 3.4a, 3.4b, 3.5a, 3.5b

- National symbols (flag, national anthem, vicuña)
- Legacy of traditional culture
  - Arts (Chavín vases and sculptures, Moche ceramics, Incas' quipus)
  - Music (Andean Blues, Folklórico, Criollo, Afro-Peruvian)
- Sports
- Cultural groups (Amerindian, Mestizo)
- Food, clothing, and homes
- Gender roles
- Schools; few schools in the Amazon
- Languages (Spanish, Quechua, Ayamara)
- Religious beliefs (Christianity), customs, traditions and practices
- National holidays and festivals (Independence Day - July 28, 1821, Festival of the Sun)
- Myths and legends
- National Parks (Huascarán)

cont.

1	2-7
UNIT 1: Introduction to World Geography and World Communities	**UNIT 2–7:** Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World
SEPTEMBER – OCTOBER	**NOVEMBER – JUNE**
Essential Question: Why does geography matter?	**Essential Question:** How do culture, geography and history shape a community? How are world communities the same? How are they different?

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. (Standard 2)

3.5 Communities share cultural similarities and differences across the world. (Standard 2)

Culture 3.4a, 3.4b, 3.5a, 3.5b

- All countries and civilizations have culture
- Culture encompasses all that people do, create, value, and believe
- Cultures and civilizations develop and change over time
- Countries and civilizations have cultural landscapes (pyramids, silos, windmills, skyscrapers) that include old and new features
- Changes can be observed in a person's way of life, (transportation, homes, economy, form of government)
- All peoples have rich cultural traditions that are passed down from generation to generation in a variety of ways
- All peoples have beliefs, religion, traditions
- All peoples provide for their needs in a variety of ways (foods, clothing, shelter)

cont.

Sample Case Study A

Community: Nigeria

- Key events and people in history
  - Nok culture
  - Muslim Fulani empire
  - British control
  - Independence from Britain
  - Leaders past and present

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2)

Cultural exchange 3.6a

- Contributions to Nigeria
  - machinery, transportation equipment, manufactured goods
- Contributions from Nigeria
  - leading producer of petroleum, iron, magnesium
  - adire (cloth dyeing), cloth weaving, tailors
  - farming, grazing
  - mahogany, ebony
  - transportation

cont.

Sample Case Study B

Community: Egypt

- Rosetta Stone
- British in Egypt
- Independence
- Leaders past and present

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2)

Cultural exchange 3.6a

- Contributions to Egypt
  - Greeks and Romans culture, art, science, Library of Alexandria
  - Islamic science, architecture, literature, technology, archaeology
- Contributions from Egypt
  - architecture
  - irrigation
  - medicine
  - centralized government
  - media

cont.

Sample Case Study C

Community: People's Republic of China

- Schools (state run public education)
- Languages (Cantonese, Mandarin)
- Religious beliefs (Buddhism, Neo-Confucianism, Taoism), customs, traditions and practices
- National and religious holidays, festivals (Lunar New Year)
- Myths and legends
- National Parks (Jiuzhai Valley-Huanglong, Guilin-Lijiang River, Huangshan Mountains)
- Key events and people in history
  - Confucius develops Confucianism
  - Kublai Khan restored the Silk Roads
  - Zheng He commands large fleet of junks
  - Leaders past and present

cont.

Sample Case Study D

Community: Peru

- Key events and people in history
  - Early people (the Inca, the Chavín, the Moche, Chimú and the Nazca)
  - Independence from Spain, 1821
  - War of the Pacific 1883
  - Peace treaty signed with Ecuador, 1988
  - Leaders past and present

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2)

Cultural exchange 3.6a

- Contributions to Peru
  - Andean, Spanish and African music and instruments
- Contributions from Peru
  - silver work
  - pottery
  - tapestries and textiles

cont.

1	2-7
UNIT 1: Introduction to World Geography and World Communities	**UNIT 2–7:** Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World
SEPTEMBER – OCTOBER	**NOVEMBER – JUNE**
Essential Question: Why does geography matter?	**Essential Question:** How do culture, geography and history shape a community? How are world communities the same? How are they different?

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. (Standards 1, 2, 5)

Rights and Responsibilities 3.8a, 3.8b, 3.8c

- Issues of human rights
- Responsibilities to protect human rights and treat others fairly
- Steps people can take to support social action and change

Sample Case Study A

Community: Nigeria

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. (Standard 5)

Government 3.7a, 3.7b, 3.7c, 3.7d

- Type of government (federal republic)
- Branches of government (executive, legislative, judicial)
- Process for selecting leaders
- Role of the citizen
- Capital (Abuja)

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. (Standards 1, 2, 5)

Rights and Responsibilities 3.8a, 3.8b, 3.8c

- Issues of human rights (prejudice and discrimination)

cont.

Sample Case Study B

Community: Egypt

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. (Standard 5)

Government 3.7a, 3.7b, 3.7c, 3.7d

- Type of government (republic)
- Branches of government (executive, legislative, judicial, military)
- Process for selecting leaders
- Role of the citizen
- Capital (Cairo)
- Major cities (Cairo, Alexandria, Giza)

cont.

Sample Case Study C

Community: People's Republic of China

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2)

Cultural exchange 3.6a

- Dynasties supported and limited trade and cultural diffusion (Han, Yuan, Ming)
- Trade diasporas
- Contributions to China
  - machinery, transportation equipment, manufactured goods, corn, peppers, squash
- Contributions from China
  - gunpowder, machines, metals, paper, porcelain, silk, woodblock printing
  - compass
  - measurement of time
  - calligraphy
  - mining and ore processing (iron, steel, aluminum, and other metals, coal)
  - consumer products

cont.

Sample Case Study D

Community: Peru

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. (Standard 5)

Government 3.7a, 3.7b, 3.7c, 3.7d

- Type of government (constitutional republic)
- Branches of government (executive, legislative, judicial)
- Process for selecting leaders
- Alejandro Toledo Manrique, Peru's first Native Indian President (2001)
- Role of the citizen
- Capital (Lima)

cont.

2-7

UNIT 2–7:
Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia
Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World

NOVEMBER – JUNE

Essential Question:
How do culture, geography and history shape a community? How are world communities the same? How are they different?

Sample Case Study A

Community: Nigeria

- Protecting human rights and treating others fairly
- Social action and change

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4)

Meeting Needs and Wants 3.9a, 3.9b

- Resources (petroleum, natural gas, iron, magnesium)
- Surplus and scarcity of resources
- Basic needs for food, clothing, and shelter

3.10 Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced? (Standard 4)

Economic System 3.10a, 3.10b

- Role of supply and demand
- Agricultural production
- Producer of petroleum
- Import partnerships (United Kingdom, United States, Germany, France)
- Manufacturing of steel, paper products, cloth, textiles, plywood
- Organization of Petroleum Exporting Countries (OPEC)

Sample Case Study B

Community: Egypt

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. (Standards 1, 2, 5)

Rights and Responsibilities 3.8a, 3.8b, 3.8c

- Issues of human rights (prejudice and discrimination)
- Protecting human rights and treating others fairly
- Social action and change

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4)

Meeting Needs and Wants 3.9a, 3.9b

- Resources (coal, gas, oil, tourism)
- Surplus and scarcity of resources
- Basic needs for food, clothing, and shelter

cont.

Sample Case Study C

Community: People's Republic of China

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. (Standard 5)

Government 3.7a, 3.7b, 3.7c, 3.7d

- Type of government (Communist)
- Branches (executive, legislative, judicial, and military)
- Process for selecting leaders
- Role of the citizen
- Capital (Beijing)

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. (Standards 1, 2, 5)

Meeting Needs and Wants 3.8a, 3.8b, 3.8c

- Issues of human rights (prejudice and discrimination)
- Protecting human rights and treating others fairly
- Social action and change

cont.

Sample Case Study D

Community: Peru

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. (Standards 1, 2, 5)

Rights and Responsibilities 3.8a, 3.8b, 3.8c

- Issues of human rights (prejudice and discrimination)
- Protecting human rights and treating others fairly
- Social action and change

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4)

Meeting Needs and Wants 3.9a, 3.9b

- Resources (llamas and alpacas provide wool, meat, labor)
- Exports (minerals: copper, gold, lead, silver, zinc, timber)
- Surplus and scarcity of resources
- Basic needs for food, clothing, and shelter

cont.

2-7

UNIT 2–7:
Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia
Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World

NOVEMBER – JUNE

Essential Question:
How do culture, geography and history shape a community? How are world communities the same? How are they different?

Sample Case Study B

Community: Egypt

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? (Standard 4)

Economic Systems 3.10a, 3.10b

- Role of supply and demand
- Goods, services, exports
- Subsistence agriculture
- Light manufacturing
- Tourism
- Irrigation

Sample Case Study C

Community: People's Republic of China

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4)

Resources 3.9a, 3.9b

- Uses available resources (coal, iron ore, petroleum, natural gas, mercury, tin, tungsten, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential)
- Surplus and scarcity of resources
- Development of the Grand Canal
- Silk Roads
- Basic needs for food, clothing, and shelter

3.10 Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced? (Standard 4)

Economic System 3.10a, 3.10b

- Role of supply and demand
- Goods, services, exports
- Agricultural and industrial production
- Major international exporter and creditor
- Import partnerships (United States, Europe Union, Japan, Brazil)
- Control of trade via the Silk Roads
- Control of sericulture

Sample Case Study D

Community: Peru

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? (Standard 4)

Economic Systems 3.10a, 3.10b

- Role of supply and demand
- Goods produced (potatoes, fish, rice, coca leaves, petroleum, plastics, iron, steel)
- Mineral production and the role of miners
- Market-oriented economy
- Imports (petroleum, plastics, chemicals)
- Transportation (major highway projects) and communication
- Agricultural and fishing industries

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about a world community.
2. Recognize and use different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Recognize arguments and identify evidence.
7. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how three or more events are related to one another.
2. Employ mathematical skills to measure time in years and centuries.
3. Identify causes and effects using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
5. Recognize continuity and change over periods of time.
6. Recognize periods of time such as decades and centuries.
7. Recognize and identify patterns of continuity and change in world communities.

C. Comparison and Contextualization

1. Identify a world region by describing a characteristic that places within it have in common.
2. Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities.
3. Describe a historical event in a world community.
4. Recognize the relationship among geography, economics, and history in world communities.
5. Describe a historical development in a world community with specific details including time and place.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).
3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
4. Recognize a process that applies to population and a resulting pattern.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the cost and benefits of economic decisions.
2. Identify the variety of resources available in a particular world community used to produce goods and/or provide services.
3. Identify the products found in world communities and the various ways people in those communities pay for products.
4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.
5. Explore the types of governments in world communities and services they provide to citizens.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom, school, or community issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom, school, and community participation.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required.
7. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom, school, and community.

4 Grade Four: New York State and Local History

1 UNIT 1: The Geography of New York State	2 UNIT 2: Native Americans: First Inhabitants of New York State	3 UNIT 3: Colonial and Revolutionary Periods	4 UNIT 4: Freedom and the New Nation: Federal, State and Local Government	5 UNIT 5: Making the Empire State: Immigration, Industrialization and Westward Movement
SEPTEMBER	**OCTOBER**	**NOVEMBER – DECEMBER**	**JANUARY – MARCH**	**APRIL – JUNE**
Essential Question: Why does geography matter?	**Essential Question: What makes a complex society?**	**Essential Question: What motivates people to explore and colonize other lands?**	**Essential Question: What does it mean to be free?**	**Essential Question: How do people, laws and new technology shape a nation?**
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) **Geography 4.1a, 4.1b** ▪ Location of New York State in relation to other states (countries/world/bodies of water and mountain ranges) **Physical geographic features of New York State and New York City** ▪ Mountains (Adirondack, Appalachian, Catskill) ▪ Rivers (Allegheny, Bronx, Delaware, East, Genesee, Harlem, Hudson, Mohawk, Niagara, Richelieu, St. Lawrence, Susquehanna) ▪ Bays (Jamaica, Lower and Upper New York Bay, Great South) *cont.*	**4.2 NATIVE AMERICAN[1] GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native Americans interacted with the environment and developed unique cultures. (Standards 1, 3, 5)** **First native inhabitants of New York State 4.2a, 4.2b, 4.2c** ▪ Algonquians, Iroquois (Haudenosaunee) ▪ Geographic features influence location ▪ Role of climate, environment, animals, natural resources in the development of Native American cultures in New York State ▪ Organization and governance *cont.*	**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)** **Exploration 4.3a** ▪ Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices, furs, conversion to Christianity) ▪ Exploring NY waterways, establishing trading posts and missions ▪ Major explorers of New York (Henry Hudson, Giovanni da Verrazano, Adriaen Block, Samuel de Champlain) *cont.*	**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)** **Independence 4.4a, 4.4b, 4.4d** ▪ Role of New York in the development of the new nation ▪ Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New York State Constitutions) ▪ Symbols and their meanings (NYS and NYC seal, eagle, flag) *cont.*	**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)** **Improvements and inventions in transportation and communication 4.6a, 4.6b, 4.6c** ▪ Westward movement in New York State ▪ Improved travel on roads, including corduroy roads and turnpikes ▪ Effect of geography on infrastructure ▪ The Erie Canal joins the Hudson River and Lake Erie and Atlantic Ocean *cont.*

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

1 UNIT 1: The Geography of New York State

SEPTEMBER

Essential Question: Why does geography matter?

- Islands (Fire, Long Island, Manhattan, Roosevelt, Governors, Liberty, Staten Island)
- Lakes (Champlain, Erie, Finger, George, Ontario, Placid)
- Allegheny Plateau, Atlantic Ocean, Long Island Sound, Niagara Falls, Palisades, Tug Hill Plateau

Political geographic features of New York State and New York City

- Borders (Canada, Connecticut, New Jersey, Massachusetts, Pennsylvania, Vermont)
- Major cities (Albany, Buffalo, New York, Rochester, Syracuse, Yonkers)
- Boroughs (Bronx, Brooklyn, Manhattan, Queens, Staten Island)
- Climate of New York
- Vegetation of New York
- Topography of New York

2 UNIT 2: Native Americans: First Inhabitants of New York State

OCTOBER

Essential Question: What makes a complex society?

- Ways of life, customs, beliefs, traditions and values
- Roles of men, women and children
- Technology, transportation
- Contributions evident today

FOCUS: Case study of a New York State Native American culture

Example: The Lenape

- Belonged to the Algonquian group
- Lived in Southern NY and along the Hudson River
- Groups included: Munsee, Hackensack, Wappingers, Esopus, Massapequa, Canarsee, Minisink and Rockaways
- Villages usually built on high ground near a river or stream
- Lived in wigwams and longhouses
- Fished, harvested crops and hunted
- Used slash-and-burn methods to cultivate soil
- Families were grouped into clans descending from the matrilineal side

cont.

3 UNIT 3: Colonial and Revolutionary Periods

NOVEMBER – DECEMBER

Essential Question: What motivates people to explore and colonize other lands?

- Three worlds interact: Europeans, Africans, and Native Americans

FOCUS: Case study of early New Amsterdam/New York 4.3b

- Dutch, English and French influences in New York State
- Establishment of New Amsterdam by the Dutch West India Company
- Growth of lower Manhattan
- Dutch West India Company brings enslaved Africans to New Netherland
- Key people in early New York City development (Peter Minuet, Adriaen Van Der Donck, Peter Stuyvesant)
- British in New York
- Differences between British rule of New York and Dutch rule
- British expand the slave trade in New York
- Lasting Dutch contributions

cont.

4 UNIT 4: Freedom and the New Nation: Federal, State and Local Government

JANUARY – MARCH

Essential Question: What does it mean to be free?

The Development of the Constitution 4.4a

- The Constitution as a framework for organizing government
- A living document
- The structure of the federal government including the president, Congress, and the courts
- Changes and amendments
- The Bill of Rights and individual liberties
- The Peter Zenger Trial
- Lack of inclusiveness (enslaved and free African Americans, women, the poor)
- Key individuals/groups from New York who helped strengthen democracy in the U.S.
- Individuals and groups protected by rights and freedom
- Values, practices, and traditions that unite all Americans
- Consequence of the absence of government

cont.

5 UNIT 5: Making the Empire State: Immigration, Industrialization and Westward Movement

APRIL – JUNE

Essential Question: How do people, laws and new technology shape a nation?

- The Erie Canal spurs growth and settlement
- Transportation route to Central and Western United States
- Development of steamboat, telegraph

Lower shipping costs

- Early means of transportation in New York City and Brooklyn
- Development of transportation and communication technology (1800s to the present)

Economic Activity in the Industrial Age 4.6d, 4.6f, 4.6g

- Emergence of New York as an economic power
- Natural resources of New York State
- Agricultural products of New York State
- Role of New York City in the development of banking and finance in the U.S.
- Industrial development in New York State and New York City
- Labor and unions in New York City, New York State and the United States (1800s-the present)
- Changes in the NYC economy 1950-present

cont.

	2 UNIT 2: Native Americans: First Inhabitants of New York State	3 UNIT 3: Colonial and Revolutionary Periods	4 UNIT 4: Freedom and the New Nation: Federal, State and Local Government	5 UNIT 5: Making the Empire State: Immigration, Industrialization and Westward Movement
	OCTOBER	**NOVEMBER – DECEMBER**	**JANUARY – MARCH**	**APRIL – JUNE**
	Essential Question: What makes a complex society?	**Essential Question: What motivates people to explore and colonize other lands?**	**Essential Question: What does it mean to be free?**	**Essential Question: How do people, laws and new technology shape a nation?**
	▪ Identified clans with animal signs ▪ Assigned land to clans for their use, not ownership ▪ Defined division of labor for men, women and children ▪ Role of elders ▪ Leaders (sachems), healers, and ceremonies ▪ Myths and legends ▪ Warfare with other Native Americans	**Life in the New York Colony 4.3b** ▪ Role of geography and the establishment of New York Colony ▪ Diversity in early New York (ethnic and religious, e.g., Jewish, French, Scottish, German) ▪ Role of enslaved Africans in growth and development of New York compared to life under Dutch ▪ Colonial life in New York before the Revolutionary War ▪ Social, economic and political conditions of diverse New York communities (ethnic and religious) before the war ▪ Important accomplishments of individuals and groups living in New York ▪ New York and the other colonies furnish England and the West Indies with raw materials, food, lumber, furs **French and Indian War 4.3c** ▪ Competition between The French and British ▪ Native American alliances *cont.*	**New York Government 4.4b, 4.4c** ▪ The roles and responsibilities of the branches of New York State and local government (checks and balances, parallels to federal system) ▪ The process for electing or appointing government officials ▪ The process for a bill to become a law in New York State **New York City officials 4.4c** ▪ New York City has a mayor-council form of government ▪ The process for electing or appointing government officials ▪ The mayor is the city's chief executive ▪ City Council is the city's legislative body, making laws for the city ▪ Members of the City Council, public advocate, comptroller, presidents of the five boroughs *cont.*	▪ Major economic activities in regions of New York State **New York State Entrepreneurs and Inventors 4.6e** ▪ Research people who made important contributions to business, technology, and New York State communities (Thomas Jennings, 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, or Elisha Otis) **4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800'S 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)** **Urbanization in New York City** ▪ Development of new buildings ▪ Mass transportation *cont.*

		3 UNIT 3: Colonial and Revolutionary Periods	4 UNIT 4: Freedom and the New Nation: Federal, State and Local Government	5 UNIT 5: Making the Empire State: Immigration, Industrialization and Westward Movement
		NOVEMBER – DECEMBER	JANUARY – MARCH	APRIL – JUNE
		Essential Question: What motivates people to explore and colonize other lands?	**Essential Question: What does it mean to be free?**	**Essential Question: How do people, laws and new technology shape a nation?**
		▪ Major battles fought in New York ▪ Results of the war **The American Revolution in New York City and New York State 4.3d** ▪ The colonists resist British Parliament's taxes (Sugar Act, Stamp Act, Townsend Acts, Tea Act) and restrictions (Proclamation of 1763) ▪ Declaration of Independence as a key document of the American Revolution ▪ Strategic role of and New York State and New York City in the Revolutionary War (geography, leaders, battles, key figures, role of African Americans, Native Americans and women) ▪ Loyalist support, British occupation ▪ Battle of Long Island ▪ Battle of Saratoga ▪ Evacuation Day, November 25, 1783 ▪ Impact of the war on and New York State and New York City *cont.*	**Rights and Responsibilities as Citizens 4.4d, 4.4e** ▪ Citizens' rights and freedoms are guaranteed ▪ Citizens obey rules and laws, including traffic safety and anti-bullying ▪ Citizens vote, serve jury duty, perform community service **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)** **Slaves in New York State 4.5a** ▪ Life as a slave in New York State ▪ People worked to fight against slavery and for change *cont.*	▪ Building codes ▪ Public health laws ▪ Croton Aqueduct, modern sewer and water system ▪ Professional fire department **FOCUS: Case study of immigration/ migration in New York City 4.7a** ▪ The Melting Pot vs. The Salad Bowl metaphors ▪ Reasons for immigration to New York ▪ Better living conditions ▪ Great Irish Potato Famine ▪ Land acquisition (Homestead Act) ▪ Financial gain ▪ Forced migration ▪ War, politics, religion ▪ Immigrant experiences in New York (during travel, Castle Garden, Ellis Island, life in America) ▪ Contributions of immigrants (culture, recreation, food, language, labor, skills) ▪ Waves of immigration to New York State (arrival of various groups 1800s, 1900s and today) *cont.*

			4 UNIT 4: Freedom and the New Nation: Federal, State and Local Government	5 UNIT 5: Making the Empire State: Immigration, Industrialization and Westward Movement
			JANUARY – MARCH	APRIL – JUNE
			Essential Question: What does it mean to be free?	**Essential Question: How do people, laws and new technology shape a nation?**
			▪ People who took action to abolish slavery (Samuel Cornish, Frederick Douglass, William Lloyd Garrison, John Brown, Albro Lyons, Charles Reason, Henry Highland Garnet, or Harriet Tubman) ▪ Gradual Emancipation Laws **Expanding Women's Rights 4.5b** ▪ Rights denied to women during the 1800s ▪ People who took action to bring about change (Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, Elizabeth Blackwell) ▪ Seneca Falls and the suffrage movement **New York's role during the Civil War 4.5c** ▪ New York supported the Union providing soldiers, equipment, food ▪ Local contributions to the Civil War effort ▪ The Draft Riots	**Social impact of immigration/ migration (labor movement and child labor) 4.7a** ▪ Effects of immigration/migration on New York City ▪ New York City neighborhoods as ethnic enclaves ▪ Triangle Shirtwaist Fire ▪ Use of child labor ▪ Formation of labor unions ▪ Becoming a United States citizen **African-American Migration 4.7b** ▪ Migration of freed slaves following the Civil War ▪ Reasons African Americans moved into northern cities and The Great Migration ▪ The artists, writers, and musicians associated with the Harlem Renaissance

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about New York State, its history, geography, economics and government.
2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Recognize arguments and identify evidence.
7. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another.
2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines with teacher support.
3. Identify the relationship between multiple causes and multiple effects using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of a current event or an event in history.
5. Recognize dynamics of historical continuity and change over periods of time.
6. Use periods of time such as decades and centuries to put events into chronological order.
7. Recognize and identify patterns of continuity and change in New York.

C. Comparison and Contextualization

1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Identify multiple perspectives from an historical event.
3. Describe and compare New York State historical events.
4. Recognize the relationship among geography, economics, and history in social studies.
5. Describe historical developments in New York State with specific detail including time and place.

D. Geographic Reasoning

1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water — that are not directly made by humans).
3. Identify how environments affect human activities and how human activities affect physical environments.
4. Recognize relationships among patterns and processes.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.
2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.
4. Explain why individuals and businesses specialize and trade.
5. Explain the meaning of unemployment.
6. Explain the ways the government pays for the goods and services it provides, including tax revenue.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.
4. Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required and suggest solutions.
7. Identify people in positions of power and how they can influence people's rights and freedom.
8. Identify rights and responsibilities as a citizen within your community and state.

5 Grade Five: The Western Hemisphere

1 UNIT 1: Geography and Early Societies of the Western Hemisphere	2 UNIT 2: European Exploration	3 UNIT 3: Comparative Case Study of Western Hemisphere Cultures Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country with a focus on culture, geography, government, and economics					4 UNIT 4: The Western Hemisphere Today
SEPT. – OCT.	**NOV. – DEC.**	**JANUARY – MAY**					**JUNE**
Essential Question: To what degree does geography determine culture?	**Essential Question: How do issues of power, wealth and morality influence exploration and colonization?**	**Essential Question: How do key forces and events shape nations?**					**Essential Question: How does an interdependent region meet the challenges of modern living?**
		Required Country: Mexico	**Required Country: United States**	**Required Country: Canada**	**Sample Country: Brazil**	**Sample Country: Dominican Republic**	
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) *cont.*	**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)** **European Exploration 5.3a** ▪ Early Viking exploration ▪ Reasons for European exploration: trade routes, resources, wealth, power and glory *cont.*	**Geography 5.4a, 5.4b, 5.4c** ▪ Geographic features (regions, states, rivers, mountains, deserts, landforms, oceans, seas, gulfs) ▪ Regional characteristics: physical, political, economic, or cultural features ▪ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ▪ Physical environment influences human settlement, land use and economic activity *cont.*	**Geography 5.4a, 5.4b, 5.4c** ▪ Geographic features (regions, states, rivers, mountains, deserts, landforms, oceans, seas, gulfs) ▪ Regional characteristics: physical, political, economic, or cultural features ▪ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ▪ Physical environment influences human settlement, land use and economic activity *cont.*	**Geography 5.4a, 5.4b, 5.4c** ▪ Geographic features (regions, provinces, territories, rivers, mountains, seas, oceans, lakes tundra, glaciers, landforms) ▪ Regional characteristics: physical, political, economic, or cultural features ▪ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) *cont.*	**Geography 5.4a, 5.4b, 5.4c** ▪ Geographic features (rivers, mountains, regions, states, deltas, rainforests, landforms) ▪ Regional characteristics: physical, political, economic, or cultural features ▪ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ▪ Physical environment influences human settlement, land use and economic activity *cont.*	**Or** **Geography 5.4a, 5.4b, 5.4c** ▪ Geographic features (important rivers, ocean, sea, peninsula, mountains, regions, cities, landforms) ▪ Regional characteristics: physical, political, economic, or cultural features ▪ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ▪ Physical environment influences human settlement, land use and economic activity *cont.*	**Countries in the Western Hemisphere face a variety of concerns and issues specific to the region 5.5b** ▪ Environmental issues (loss of rain forests, availability of water, deforestation, endangered species, limited resources, air quality, pollution) ▪ Immigration and emigration ▪ Border disputes and national security ▪ Trade ▪ The rights of indigenous peoples *cont.*

1 UNIT 1: Geography and Early Societies of the Western Hemisphere	2 UNIT 2: European Exploration	3 UNIT 3: Comparative Case Study of Western Hemisphere Cultures Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country with a focus on culture, geography, government, and economics					4 UNIT 4: The Western Hemisphere Today
SEPT. – OCT.	**NOV. – DEC.**	**JANUARY – MAY**					**JUNE**
Essential Question: To what degree does geography determine culture?	**Essential Question: How do issues of power, wealth and morality influence exploration and colonization?**	**Essential Question: How do key forces and events shape nations?**					**Essential Question: How does an interdependent region meet the challenges of modern living?**
Geography of the Western Hemisphere 5.4a, 5.4b ■ The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models ■ Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind and water) ■ The Western Hemisphere is divided into countries and regions ■ Continents, countries and regions of the Western Hemisphere can be organized by physical, political, economic or cultural features *cont.*	■ Line of Demarcation and Treaty of Tordesillas ■ Spain and Portugal explore the southern areas of the Americas (Christopher Columbus, Juan Ponce de Leon, Pedro Álvares Cabral, etc.) ■ England and the Netherlands explore the Atlantic coastline and waterways (Henry Hudson, Adriene Block and Sir Francis Drake) ■ France explores the waterways and lakes in the northern Americas (Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, etc.) *cont.*	**Required Country: Mexico** **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)** **Key cultural characteristics 5.5a** ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities *cont.*	**Required Country: United States** **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)** **Key cultural characteristics 5.5a** ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities *cont.*	**Required Country: Canada** ■ Physical environment influences human settlement, land use and 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)** **Key cultural characteristics 5.5a** ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs *cont.*	**Sample Country: Brazil** **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)** **Key cultural characteristics 5.5a** ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities *cont.*	**Sample Country: Dominican Republic** **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)** **Key cultural characteristics 5.5a** ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities *cont.*	**FOCUS: Case Study of current regional issues of the Western Hemisphere 6.1d** ■ Investigate a current issue that two or more Western Hemisphere countries are facing together. – geographic causes – links to the past – political and environmental effects – human impact

1 UNIT 1: Geography and Early Societies of the Western Hemisphere

SEPT. – OCT.

Essential Question: To what degree does geography determine culture?

- Important physical features located in each region
- Political boundaries of the hemisphere change over time and place

The physical environment of the hemisphere influences and can be modified by human actions 5.4c

- Patterns of human settlement
- Patterns of economic activity by region
- Physical, political and specialized maps (climate, vegetation, population, land use and resource distribution) can represent human settlement and economic activity

cont.

2 UNIT 2: European Exploration

NOV. – DEC.

Essential Question: How do issues of power, wealth and morality influence exploration and colonization?

Colonization 5.3b, 5.3c

- European exploration and the indigenous peoples
- Native American views of newcomers
- Conquests by Cortez and Pizarro
- The Columbian Exchange
- Effects of disease (smallpox, measles) and warfare
- Fur trade in Canada
- Netherlands, England, France, Spain, and Portugal establish colonies
- Colonies established for religious, political, and economic reasons
- Impact of Roman Catholic missionaries
- Results of colonial rule

cont.

3 UNIT 3: Comparative Case Study of Western Hemisphere Cultures

Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country with a focus on culture, geography, government and economics

JANUARY – MAY

Essential Question: How do key forces and events shape nations?

Required Country: Mexico

- Shared traditions with other Western Hemisphere nations

Growth and Transformation

- Independence from Spain (1821)
- The Alamo and San Jacinto
- Mexican-American War
- Battle of Puebla (1862) and Cinco de Mayo
- Mexican Revolution (1910)

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)

Government Structures and Functions 5.6a, 5.6b

- Federal republic
- Three branches: executive, legislative, and judicial
- Political Constitution of the United Mexican States (1917)

cont.

Required Country: United States

- Shared traditions with other Western Hemisphere nations

Growth and Transformation

- Dissatisfaction with colonial rule and the road to revolution
- Successes and challenges of the new government
- Manifest Destiny and westward expansion in the United States during the 19th century
- United States policy toward Native Americans
- The building of the transcontinental railroads
- The Civil War

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)

Government Structures and Functions 5.6a, 5.6b

- Federalism

cont.

Required Country: Canada

- Cultural contributions
- Sports
- Leisure activities
- Shared traditions with other Western Hemisphere nations

Growth and Transformation

- Constitutional Act of 1791 and the development of Lower (Quebec) and Upper Canada (Ontario)
- Impact of immigrant groups
- Confederation and self-government (1867)
- Klondike Gold Rush (1890s), western expansion and economic growth
- Quebecois' movement for independent nation status

cont.

Sample Country: Brazil

- Shared traditions with other Western Hemisphere nations

Growth and Transformation

- Key events and people in the struggle for independence from Portugal
- Empire of Brazil (1822)
- Slavery is abolished (1888)
- Brazil becomes a republic (1889)
- Natural resource use and exploitation

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)

Government Structures and Functions 5.6a, 5.6b

- Federal republic
- Three branches: executive, legislative, and judicial
- Rise of democracy

cont.

Sample Country: Dominican Republic

- Shared traditions with other Western Hemisphere nations

Growth and Transformation

- Haiti annexes Santo Domingo (1822)
- Key events and people in the struggle for independence
- U.S. military intervention (1916-1924 and 1965)

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)

Government Structures and Functions 5.6a, 5.6b

- Democratic republic
- Three branches: executive, legislative, and judicial
- Dominican Republic's Constitution of 2010

cont.

1 UNIT 1: Geography and Early Societies of the Western Hemisphere	2 UNIT 2: European Exploration	3 UNIT 3: Comparative Case Study of Western Hemisphere Cultures Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country with a focus on culture, geography, government, and economics				
SEPT. – OCT.	**NOV. – DEC.**	**JANUARY – MAY**				
Essential Question: To what degree does geography determine culture?	**Essential Question: How do issues of power, wealth and morality influence exploration and colonization?**	**Essential Question: How do key forces and events shape nations?**				
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) **Early Civilization 5.1a, 5.1b** ▪ Settlement of the Western Hemisphere ▪ The Ice Age and Beringia Land Bridge theory ▪ Other migration theories of early peoples and settlements ▪ Archeological evidence *cont.*	**The Middle Passage 5.3d** ▪ Bringing sugar to the Americas ▪ Geography of the slave trade ▪ Conditions experienced by enslaved Africans during the Middle Passage ▪ The role of the English, Spanish, and Portuguese in the Triangular Trade	**Required Country:** **Mexico** **Struggle for Equality and Civil Rights or Sovereignty 5.6c** ▪ Indigenous rights ▪ Women's rights **Multinational and Nongovernmental Organizations 5.6d** ▪ United Nations ▪ World Bank ▪ Project Hope ▪ Local maize vs. GMO corn ▪ The Nature Conservancy *cont.*	**Required Country:** **United States** ▪ Three branches: executive, legislative, and judicial ▪ Two party system ▪ Declaration of Independence ▪ U.S. Constitution and Bill of Rights **Struggle for Equality and Civil Rights or Sovereignty 5.6c** ▪ Native Americans ▪ Women's rights ▪ The Civil Rights Movement **Multinational and Nongovernmental Organizations 5.6d** ▪ United Nations ▪ NAACP ▪ World Bank ▪ Project Hope ▪ Environmental Rights Movement ▪ The Nature Conservancy *cont.*	**Required Country:** **Canada** **5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)** **Government Structures and Functions 5.6a, 5.6b** ▪ Democratic constitutional monarch ▪ Federal system of parliamentary government ▪ Three branches: executive, legislative, and judicial ▪ Role of the Sovereign, Governor General and Prime Minister ▪ Commonwealth Structure and the House of Commons ▪ Political party system ▪ British North America Act and the Canadian Bill of Rights *cont.*	**Sample Country:** **Brazil** ▪ Constitution of the Federative Republic of Brazil (1988) **Struggle for Equality and Civil Rights or Sovereignty 5.6c** ▪ Freedom of expression ▪ Rainforest communities ▪ Rights of minorities **Multinational and Nongovernmental Organizations 5.6d** ▪ United Nations ▪ World Bank ▪ The Nature Conservancy *cont.*	**Sample Country:** **Dominican Republic** **Struggle for Equality and Civil Rights or Sovereignty 5.6c** ▪ Dictatorship opposition: Mirabal Sisters **Multinational and Nongovernmental Organizations 5.6d** ▪ United Nations ▪ World Bank ▪ Project Hope ▪ The Nature Conservancy **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)** **Economics 5.7a, 5.7b, 5.7c** ▪ Characteristics of traditional, market, and command economic systems *cont.*

1 UNIT 1: Geography and Early Societies of the Western Hemisphere	3 UNIT 3: Comparative Case Study of Western Hemisphere Cultures Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country with a focus on culture, geography, government, and economics				
SEPT. – OCT.	**JANUARY – MAY**				
Essential Question: To what degree does geography determine culture?	**Essential Question: How do key forces and events shape nations?**				
▪ Nomadic populations settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates ▪ Early groups adapted to challenges of the environment ▪ Transition from hunting and gathering to farming **Native Americans[1] located in the Western Hemisphere 5.1c** ▪ Cultural diversity of indigenous Native American culture groups such as the Arawak, Haudenosaunee, Inuit, Mohican, Pueblo, Taíno, Wampanoag ▪ Customs, beliefs, values, languages, traditions ▪ Adaptation to the physical environment and use of resources ▪ Social organization and governance ▪ Contributions and achievements ▪ Gender roles ▪ Hunting, fishing, and warfare ▪ Compare and contrast how a Native American culture group from the United States, Canada and the Caribbean adapted to and used the environment and its resources to meet their basic needs and examine their 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** *cont.*	**Required Country:** **Mexico** **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)** **Economics 5.7a, 5.7b, 5.7c** ▪ Characteristics of traditional, market, and command economic systems ▪ Free market economy ▪ Major natural resources and industries of Mexico ▪ Regional production and manufacture ▪ Costs and markets ▪ Countries trade with other countries to meet economic needs and wants ▪ Imports from and exports to other Western Hemisphere markets ▪ NAFTA	**Required Country:** **United States** **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)** **Economics 5.7a, 5.7b, 5.7c** ▪ Characteristics of traditional, market, and command economic systems ▪ Major natural resources and industries of the U.S. ▪ Regional production and manufacture ▪ Costs and markets ▪ Countries trade with other countries to meet economic needs and wants ▪ Imports from and exports to other Western Hemisphere markets ▪ NAFTA *cont.*	**Required Country:** **Canada** **Struggle for Equality and Civil Rights or Sovereignty 5.6c** ▪ First Peoples of Canada ▪ New immigrants **Multinational and Nongovernmental Organizations 5.6d** ▪ United Nations ▪ World Bank ▪ Environmental Bill of Rights ▪ The Nature Conservancy **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)** **Economics 5.7a, 5.7b, 5.7c** ▪ Characteristics of traditional, market and command economic systems *cont.*	**Sample Country:** **Brazil** **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)** **Economics 5.7a, 5.7b, 5.7c** ▪ Characteristics of traditional, market, and command economic systems ▪ Mixed economic system ▪ Major natural resources and industries of Brazil ▪ Regional production and manufacture ▪ Costs and markets ▪ Countries trade with other countries to meet economic needs and wants ▪ Imports from and exports to other Western Hemisphere markets	**Sample Country:** **Dominican Republic** ▪ Mixed economic system ▪ Major natural resources and industries of the Dominican Republic ▪ Regional production and manufacture ▪ Costs and markets ▪ Countries trade with other countries to meet economic needs and wants ▪ Imports from and exports to other Western Hemisphere markets

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

1 UNIT 1: Geography and Early Societies of the Western Hemisphere	3 UNIT 3: Comparative Case Study of Western Hemisphere Cultures Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country with a focus on culture, geography, government, and economics				
SEPT. – OCT.	**JANUARY – MAY**				
Essential Question: To what degree does geography determine culture?	**Essential Question: How do key forces and events shape nations?**				
societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards 2, 3) **Complex Societies and Civilizations 5.2a, 5.2b, 5.2c** ▪ Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy) ▪ Complex societies and civilizations adapted to and modified their environment to meet the needs of their people ▪ City-states vs. empires **FOCUS: Case study of complex societies and civilizations** ▪ Compare and contrast Mayan, Aztec, and Incan civilizations - clothing, farming, shelter, and transportation - growth of culture - political states and territorial control - social class and organization - adaptation to and modification of the environment - economic features - religious practices and beliefs - use/creation of new technology - contributions and achievements - theories for decline		**Required Country:** **United States** ▪ Compare and contrast the Plains Indian (traditional) economy, United States or Canada (market) and Cuba (command) economies	**Required Country:** **Canada** ▪ Major natural resources and industries of Canada ▪ Regional production and manufacture ▪ Costs and markets ▪ Countries trade with other countries to meet economic needs and wants ▪ Imports from and exports to other Western Hemisphere markets ▪ NAFTA ▪ Compare and contrast the Plains Indian (traditional) economy, United States or Canada (market), and Cuba (command) economies		

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, using, and interpreting evidence.
2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

B. Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another in time.
2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.
3. Identify causes and effects using examples from current events or grade-level content and historical events.
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
7. Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
8. Recognize and identify patterns of continuity and change in history.
9. Understand the role of periodization as a practice in history and social studies.

C. Comparison and Contextualization

1. Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
2. Categorize divergent perspectives of an individual historical event.
3. Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
5. Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes with teacher support.

D. Geographic Reasoning

1. Use location terms and use geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. Describe how human activities alter places and regions in the Western Hemisphere.
6. Recognize that boundaries and definitions of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
2. Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
3. Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.
4. Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
5. Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
6. Describe government decisions that impact economies in case studies from the Western Hemisphere.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.
2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere and identify the role of individuals and key groups in those political and social systems.
4. Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Western Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

6 Grade Six: The Eastern Hemisphere

1 UNIT 1: Geography of the Eastern Hemisphere	2 UNIT 2: First Humans, Neolithic Revolution and the Early River Valley Civilizations	3 UNIT 3: Comparative World Religions	4 UNIT 4: Comparative Classical Civilizations in the Eastern Hemisphere	5 UNIT 5: The Mediterranean World and Interactions Across the Eastern Hemisphere
SEPTEMBER – OCTOBER	**NOVEMBER – DECEMBER**	**JANUARY**	**FEBRUARY – APRIL**	**MAY – JUNE**
Essential Question: Does geography determine development?	**Essential Question: To what degree does geography determine culture?**	**Essential Question: What role do belief systems play in a society?**	**Essential Question: Why do civilizations rise and fall?**	**Essential Question: How can power, wealth and religion influence change and development?**
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) **Geography of the Eastern Hemisphere 6.1a, 6.1b, 6.1c** ▪ A variety of significant geographical features (highest mountains, deepest ocean trench, deepest lake, largest deserts, most islands, largest country, most-populous cities, tallest buildings) ▪ Includes four continents ▪ Characterized by vast oceans, important bodies of water and land masses ▪ Extremes in climate (sub-tropical vs. arctic, droughts vs. monsoons) *cont.*	**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)** ▪ Measure and represent history using timelines, B.C.E./C.E., eras, millennia, centuries, decades **Development of Early Civilizations 6.2a** ▪ The Rift Valley ▪ Later Stone Age or Upper Paleolithic including the Upper Paleolithic Revolution ▪ Settlement in varied environments ▪ Available resources and environment contributed to distinct ways of life *cont.*	**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)** **Belief in Civilizations and Complex Societies 6.4a, 6.4b** ▪ Belief system vs. religion ▪ Animism, Buddhism, Christianity, Confucianism, Coptic, Hinduism, Islam, Judaism, Polytheism, Protestantism, Sikhism, Taoism ▪ Characteristics of Religious Systems ▪ Shared values ▪ Locations of origin ▪ Time period of origin ▪ Founders *cont.*	**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)** **Geographic influence on development of classical civilizations 6.5a** ▪ Locations of classical civilizations (Chinese, Greco-Roman) ▪ Geographic factors (deltas, deserts, mountains, rivers, peninsulas, plateaus, plains, islands) ▪ Important cities *cont.*	**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)** **Fall of Rome 6.6a** ▪ Overexpansion ▪ Corruption ▪ Invasions ▪ Civil wars and discord ▪ Development of feudalism in Western Europe ▪ Decentralization of political authority *cont.*

1 UNIT 1: Geography of the Eastern Hemisphere

SEPTEMBER – OCTOBER

Essential Question: Does geography determine development?

- Geologic history (plate tectonics, the creation of continents, development of landforms, the elevation of the Himalayas)
- Seismic activity in eastern Mediterranean and the Ring of Fire

Geographic representations of the Eastern Hemisphere 6.1a

- Located and represented using a variety of maps, globes, aerial and satellite photographs, and computer models
- Maps represent varied climate zones, landforms, bodies of water, and resources
- Places can be located using cardinal and intermediate directions
- Distance can be measured (Equator, Prime Meridian, latitude, longitude)

The continents, countries and regions of the Eastern Hemisphere 6.1b

- Defined by political boundaries
- Defined by physical boundaries
- Characterized by economic and cultural features

cont.

2 UNIT 2: First Humans, Neolithic Revolution and the Early River Valley Civilizations

NOVEMBER – DECEMBER

Essential Question: To what degree does geography determine culture?

Archeological Record 6.2b, 6.2c

- Evidence of hominids and early humans
- Archeological digs, artifacts and the fossil record, art
- Human migration patterns and settlements

The Neolithic Revolution as a Turning Point 6.2d

- Significant social, cultural, ecological, political, or economic change
- Domestication of animals
- Advances in agriculture
- Semi-sedentary and sedentary settlement
- Pastoral nomadic peoples

cont.

3 UNIT 3: Comparative World Religions

JANUARY

Essential Question: What role do belief systems play in a society?

- Major tenets and codes of behavior
- Practices and ritual
- Sacred writing
- Symbolic representation

Unity, Social Order and Gender Roles 6.4c

- Similarities and differences across belief systems
- Effects of belief systems on social order and gender roles
- Influence of belief systems on contemporary events and cultural practices

FOCUS: Case study of belief systems

- Compare and contrast two or more belief systems developed in the Eastern Hemisphere
  - similarities and differences
  - influence on contemporary cultural practices and current events

cont.

4 UNIT 4: Comparative Classical Civilizations in the Eastern Hemisphere

FEBRUARY – APRIL

Essential Question: Why do civilizations rise and fall?

- Effect of geography on political systems
- Changes in borders over time

FOCUS: Case study of Chinese (Qin, Han) and Greco-Roman civilizations (Athens, Sparta, Roman Republic and Roman Empire) 6.5a, 6.5b

- Compare and contrast civilizations and political systems
  - belief systems and religions
  - daily life
  - culture (art, music, literature, architecture, language)
  - economic systems (use of land and resources, job specialization, cities, slavery)
  - government (political systems)
  - record keeping systems
  - science and technology
  - contributions and achievements
  - social hierarchy
  - gender roles
- Laws, military conquests

cont.

5 UNIT 5: The Mediterranean World and Interactions Across the Eastern Hemisphere

MAY – JUNE

Essential Question: How can power, wealth and religion influence change and development?

- Role of the Christian Church

Byzantine Empire 6.6b

- Preserving elements of Roman Empire
- Controlled lands within the Mediterranean basin
- Blending of Roman traditions with Greek culture
- Orthodox Christianity
- Unity of religious and secular leadership

The Islamic World 6.6c

- Life of Muhammad and Holy Qu'ran
- Umayyad caliphate
- Abbasid caliphate
- Shia and Sunni Islam
- The growth and development of the Islamic World (Middle East, Iberian peninsula, Indian subcontinent, southwest Asia, North and Central Africa, islands of Indonesia)
- Effects of conquests
- Cultural blending and cross cultural exchange
- Islamic Golden Age

cont.

1 UNIT 1: Geography of the Eastern Hemisphere	2 UNIT 2: First Humans, Neolithic Revolution and the Early River Valley Civilizations		4 UNIT 4: Comparative Classical Civilizations in the Eastern Hemisphere	5 UNIT 5: The Mediterranean World and Interactions Across the Eastern Hemisphere
SEPTEMBER – OCTOBER	**NOVEMBER – DECEMBER**		**FEBRUARY – APRIL**	**MAY – JUNE**
Essential Question: Does geography determine development?	**Essential Question: To what degree does geography determine culture?**		**Essential Question: Why do civilizations rise and fall?**	**Essential Question: How can power, wealth and religion influence change and development?**
▪ Share a long and diverse history ▪ Important individuals, groups, and institutions ▪ Regions of the Eastern Hemisphere ▪ Middle East (North Africa and Southwest Asia) ▪ Sub-Saharan Africa ▪ Europe ▪ Russia, Caucasia, Central Asia ▪ East Asia ▪ Southeast Asia ▪ South Asia ▪ Oceania **Physical environment influences human activities and development in the Eastern Hemisphere 6.1c** ▪ Patterns in human settlement ▪ Economic activity ▪ Natural resources ▪ Resource extraction ▪ Resource allocation vs. scarcity of resources in present-day *cont.*	**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)** **Early Civilizations 6.3a, 6.3b** **Development of the ancient river valley civilizations** ▪ Geographic factors that influenced development (access to water, resources, food surplus, potential for stability against environmental threats) ▪ Development of food production *cont.*		**Golden Age 6.5c** ▪ Characteristics of a golden age ▪ Evaluate merit as a golden age (Qin, Han, Athens, Roman Empire) ▪ Cultural achievements' influence on contemporary societies	**The Crusades 6.6d** ▪ Three cultural regions of the Mediterranean ▪ Locations and borders ▪ Causes and effects ▪ The Holy Land ▪ Political, economic, military, and social interaction among regions ▪ Perspectives on the Crusades: Byzantine, feudal Europe, 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)** **Trade Routes and cross-cultural exchange 6.7a, 6.7c** ▪ Major Afro-Eurasian trade networks (The Silk Roads, Mediterranean, Indian Ocean, and Trans-Saharan routes) ▪ Maps of trade routes *cont.*

1 UNIT 1: Geography of the Eastern Hemisphere	2 UNIT 2: First Humans, Neolithic Revolution and the Early River Valley Civilizations		5 UNIT 5: The Mediterranean World and Interactions Across the Eastern Hemisphere	
SEPTEMBER – OCTOBER	**NOVEMBER – DECEMBER**		**MAY – JUNE**	
Essential Question: Does geography determine development?	**Essential Question: To what degree does geography determine culture?**		**Essential Question: How can power, wealth and religion influence change and development?**	
FOCUS: Case Study of current regional issues of the Eastern Hemisphere 6.1d ▪ Possible examples include: access to potable water in the Middle East or Sub-Saharan Africa, desertification in northern Africa, loss of the Coral reefs in Oceania, over-population in China or India – geographic causes – links to the past – political and environmental effects – human impact	▪ Innovation and new technologies ▪ Shared identity, customs, beliefs, and language ▪ Early trade ▪ Medicine and disease ▪ Military actions ▪ Early leaders **Characteristics of Complex Societies and Civilizations (Indus, Mesopotamia, Nile and Yellow River valley civilizations) 6.3b** ▪ Religion ▪ Job specialization ▪ Cities ▪ Government ▪ Language/record keeping system ▪ Technology ▪ Social hierarchy	**FOCUS: Case study of Early River Valley Civilizations 6.3c, 6.3d** ▪ Compare and contrast two early river valley civilizations: – key geographic features – adapting to and modifying the environment – daily life – social, economic, and political organization – culture (art, music, literature, architecture, language) – religious beliefs – development of science and technology – political and social hierarchies – gender roles – distribution of and access to wealth – social structures – unique achievements and lasting contributions	▪ Resource locations influenced trade routes and economics ▪ Cultural diffusion (Indian/Arabic numerals, map-making, printing, china, tea, opium, spices, Swahili, paper, silk, and Buddhism) ▪ Interregional travelers and explorers (Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He) ▪ Effect on trade ▪ Development of transportation and technology and the effect on trade (junks, caravels, ship sails and rudders, compass and astrolabe, and gunpowder)	▪ Epidemics and pandemics (Black Death, typhus, cholera, smallpox) **The Mongols 6.7b** ▪ Maps of the Mongol Empire and Khanates ▪ Pastoralism ▪ Genghis Khan and Kublai Khan ▪ Connections between East and West ▪ Methods of warfare, conquest and political rule ▪ The Golden Horde and the Yuan Dynasty ▪ Trade in the Mongol Empire ▪ The Silk Road ▪ Spread of the Black Death (Bubonic Plague) ▪ Results of Mongol conquests

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, using, and interpreting evidence.
2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.
4. Describe the arguments of others.
5. Identify implicit ideas and draw inferences with support.
6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.

B. Chronological Reasoning and Causation

1. Identify ways that events are related chronologically to one another in time.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines with teacher support.
3. Identify causes and effects from current events, grade-level content, and historical events.
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.
7. Compare histories in different places in the Eastern Hemisphere utilizing time lines. Identify ways that changing periodization affects the historical narrative.
8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.
9. Understand that historians use periodization to categorize events. Describe general models of periodization in history.

C. Comparison and Contextualization

1. Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Categorize and evaluate divergent perspectives on an individual historical event.
3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.
5. Describe historical developments in the history of the Eastern Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes.
6. Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.
5. Describe how human activities alter places and regions in the Eastern Hemisphere.
6. Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions.
2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.
3. Compare market economies to other economic systems in the Eastern Hemisphere.
4. Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.
5. Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.
6. Describe government decisions that impact economies in case studies from the Eastern Hemisphere.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.
2. Participate in activities that focus on a localized issue or problem in a country in the Eastern Hemisphere.
3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.
4. Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.
5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.
9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.

7 Grade Seven: United States and New York State History

1 UNIT 1: Native Americans, Early Encounters and Colonial Development

SEPT. – MID NOV.

Essential Question: How do issues of power, wealth and morality influence exploration and colonization?

7.1 NATIVE AMERICANS[1]: 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)

The Americas prior to early explorers and colonial settlement 7.1a

- Theories of human settlement in the Americas
- The influence of geographic and climate factors on Native American culture groups
- Plains
- Southwest
- Pacific NW
- Algonquian
- Haudenosaunee (Iroquois)

cont.

2 UNIT 2: The Road to Independence

MID NOV. – DECEMBER

Essential Question: Did the American Revolution accomplish its goals?

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)

Growth and conflict in the colonies 7.3a

The French and Indian War

- International conflict over colonial territories
- Trading relationships with different Native American peoples

Causes of the American Revolution 7.3b

- Mercantilism
- Salutary neglect
- Albany Congress and the Albany Plan of Union

cont.

3 UNIT 3: A New Nation: The United States Constitution

JANUARY – FEBRUARY

Essential Question: Why do people create, structure, and change governments?

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)

States vs. Federal Power 7.4a, 7.4b

Influences on United States Government

- Magna Carta (1215), Mayflower Compact (1620), Iroquois Confederacy
- Locke, Montesquieu
- Articles of Confederation (1781)
- Drafting and ratification
- Achievements and limitations
- Origins of the Northwest Ordinance and public education

cont.

4 UNIT 4: A Nation Grows: Expansion and Reform 1800-1860

MARCH – APRIL

Essential Question: How do issues of power, wealth and morality influence growth?

7.6 WESTWARD EXPANSION: Driven by political, cultural economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement decimated and displaced Native Americans as the frontier was pushed westward. (Standards 1, 3)

Geographic Growth 7.6a

- Manifest Destiny
- Lewis and Clark catalog the Louisiana Purchase

The Mexican War

- U.S. acquisition of territory
- Annexation of Texas
- Treaty of Guadalupe Hidalgo
- Treaties with Native American peoples

Land purchased by United States

- Purchase of Florida (1819)

cont.

5 UNIT 5: A Nation Divided

MAY – JUNE

Essential Question: Was the Civil War inevitable?

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)

Slavery in the United States 7.8a, 7.8b

- Role of regional economies
- Sectionalism
- Interdependence
- Northern and southern economy
- Territorial expansion and slavery
- Conflicting perspectives
- Abolitionists
- Political and social movements
- Candidates and political parties

cont.

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

1 UNIT 1: Native Americans, Early Encounters and Colonial Development

SEPT. – MID NOV.

Essential Question: How do issues of power, wealth and morality influence exploration and colonization?

Indigenous cultures of the Americas

- Compare and contrast different Native American culture groups
  - Geography
  - Religion/spirituality
  - Economics: food, housing, trade
  - Government system
  - Warfare
  - Traditions
  - Oral history
  - Culture (arts, music, dance)
- Interactions among different indigenous peoples

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)

cont.

2 UNIT 2: The Road to Independence

MID NOV. – DECEMBER

Essential Question: Did the American Revolution accomplish its goals?

- The Zenger Trial (1735) and individual rights
- Proclamation of 1763
- Stamp Act (1765)
- Intolerable Acts (1774)
- Taxation without representation
- No redress of grievances
- Colonial response to British mandates

The Road to Independence 7.3a, 7.3b

Different perspectives about British rule

- Loyalists
- Patriots
- Propaganda
- Forms of protest

Grievances against the British 7.3c

- Influence of Enlightenment ideas
- Common Sense
- Declaration of Independence (1776)
- A new political system

cont.

3 UNIT 3: A New Nation: The United States Constitution

JANUARY – FEBRUARY

Essential Question: Why do people create, structure, and change governments?

New York State Constitution (1777)

- Parallels to the U.S. Constitution

1787 Constitutional Convention 7.4b, 7.4c

- Differing social, political, and economic interests and attempts to establish unity
- Drafting and compromises
- Key people
- Federalist system of government
- Electoral college system
- Ratification process

Constitutional Compromise 7.4c

- Balance of power; federalism
- Great Compromise; state representation and bicameral legislature
- Three-Fifths Compromise, Slave Trade Compromise, Fugitive Slave Clause
- National vs. states' rights
- Popular sovereignty
- Protection of individual rights
- Amendment process
- Role of New Yorkers Alexander Hamilton, John Jay, and Gouverneur Morris

cont.

4 UNIT 4: A Nation Grows: Expansion and Reform 1800-1860

MARCH – APRIL

Essential Question: How do issues of power, wealth and morality influence growth?

- Gadsden Purchase from Mexico (1853)
- Purchase of Alaska (1867)

Economic Growth 7.6a, 7.6b

- The Erie Canal
- Increase in U.S. trade opportunities
- Effects on New York State
- The Great Lakes connect to the Atlantic Ocean
- Gold Rush
- Territorial expansion
- Homestead Act (1862)
- The rise of cities
- Economic development in various regions

Industrialization

- Roots in England
- Cotton gin
- Railroad
- Telegraph
- Technology

National Growth 7.6b

The War of 1812

- Conflict between Britain and France
- Challenge to national stability
- Impressment of sailors
- Results of the War

cont.

5 UNIT 5: A Nation Divided

MAY – JUNE

Essential Question: Was the Civil War inevitable?

Efforts to Compromise 7.8b

- Balance of power in Congress and the effects of the Three-Fifths Compromise
- Missouri Compromise
- Compromise of 1850
- Kansas Nebraska Act

Events leading to Civil War

- *Dred Scott v. Sandford* (1857)
- Fugitive Slave Laws
- John Brown's raid on Harper's Ferry
- Founding of the Republican Party
- Election of 1860
- Lincoln-Douglas debates

Causes of the Civil War 7.8c

- Slavery
- Sectionalism
- Fort Sumter
- Secession of southern states; Lincoln's election
- Economic issues
- Preservation of the Union

The Civil War 7.8c, 7.8d

- Key leaders (Abraham Lincoln, Jefferson Davis, Ulysses S. Grant)
- Key battles (Bull Run, Antietam, Gettysburg, Atlanta, and Vicksburg)

cont.

1 UNIT 1: Native Americans, Early Encounters and Colonial Development	2 UNIT 2: The Road to Independence	3 UNIT 3: A New Nation: The United States Constitution	4 UNIT 4: A Nation Grows: Expansion and Reform 1800-1860	5 UNIT 5: A Nation Divided
SEPT. – MID NOV.	**MID NOV. – DECEMBER**	**JANUARY – FEBRUARY**	**MARCH – APRIL**	**MAY – JUNE**
Essential Question: How do issues of power, wealth and morality influence exploration and colonization?	**Essential Question: Did the American Revolution accomplish its goals?**	**Essential Question: Why do people create, structure, and change governments?**	**Essential Question: How do issues of power, wealth and morality influence growth?**	**Essential Question: Was the Civil War inevitable?**
European Age of Exploration 7.2a ▪ Technological developments ▪ Voyage of Columbus ▪ European voyages to North America including Champlain and Hudson ▪ Columbian Exchange; environmental and cultural impact ▪ Europeans explore and settle in North and South America **European encounters with Native Americans 7.2b** ▪ Europeans explore and settle in North and South America – Doctrine of Discovery – reasons for Native American population decline and loss of land ▪ British interactions with the Wampanoag ▪ Dutch interactions with the Mahican, Mohawk, or Munsee ▪ French interactions with the Algonquin ▪ Spanish interactions with the Muscogee ▪ Interactions between Native Americans, Africans, and Europeans ▪ Native American influences on Western culture	**Military campaigns and battles of the American Revolution 7.3d** ▪ Military strategy, including the influence of Native American groups ▪ British and Colonial military advantages and disadvantages ▪ Lexington and Concord ▪ Battle of Bunker Hill ▪ Battle of Brooklyn ▪ NYC area campaigns ▪ British prison ships in NY Harbor ▪ Battle of Trenton ▪ Battle of Saratoga ▪ Battle of Yorktown ▪ Role of New York State ▪ Treaty of Paris (1783) ▪ Evacuation Day (November 25, 1783)	**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)** **A Federalist System 7.5a, 7.5b** ▪ Democratic republic ▪ Sharing power among Federal, state, local governments ▪ Granting powers to the states ▪ Separation of Powers ▪ Constitution as a living document ▪ The Federalist Papers **Checks and Balances 7.5b** ▪ Three branches of government ▪ Separate but equal power ▪ How a bill becomes a law **The Bill of Rights** ▪ Amendment process ▪ First 10 amendments ▪ Limits to government power ▪ Protection of individual rights *cont.*	**The Monroe Doctrine (1823)** ▪ Limits on European colonization ▪ U.S. political and economic growth **Immigration** ▪ People arrive from Europe and Asia ▪ Major source of labor ▪ Economic and social challenges **Andrew Jackson's Presidency** ▪ Increased suffrage for white men ▪ Controversy over national growth ▪ Opposition to the National Bank ▪ Spoils system **Opportunities and Obstacles** ▪ Mormons migration ▪ Indian Removal Act (1830) ▪ Native American treatment ▪ Trail of Tears ▪ Native American resistance ▪ Seminole Wars ▪ Cherokee judicial efforts ▪ NYS Native American policies ▪ African Americans and women *cont.*	▪ Geographic, economic, and military advantages for North and South ▪ Daily life ▪ The Emancipation Proclamation (1863) ▪ Role of border states ▪ African American enlistment and impact ▪ Gettysburg Address (1863) ▪ Military strategies ▪ Technology **NYC and NYS during the Civil War** ▪ Military role ▪ Political role ▪ The draft riots **Results of the Civil War 7.8e** ▪ Preservation of the Union ▪ Emancipation of enslaved Africans ▪ Loss of lives ▪ Destruction of land ▪ Economic issues ▪ Federal supremacy ▪ 13th, 14th, and 15th Amendments (1865, 1868,1870)

1 UNIT 1: Native Americans, Early Encounters and Colonial Development

SEPT. – MID NOV.

Essential Question:
How do issues of power, wealth and morality influence exploration and colonization?

European colonies in North America 7.2c

- European migration to Americas
- Settlement and regional patterns
- Religious and political reasons
- Economic and geographical reasons
- Geography, land use and resources influence development
- Daily Life in the New England, Middle, and Southern Colonies
  - social class
  - culture (art, music, literature, etc.)
  - political systems
  - colonial economies
  - religious beliefs
  - key people and events
- Role of Native Americans, Africans, and women
- European settlers and enslaved peoples
- Conflicts between indigenous peoples and European settlers

Colonies in New York 7.2d

- The development of New England, New France, New Netherland, and New Spain
- Political objectives
- Economic objectives
- Social Considerations
- Dutch contributions to American society
- Changing status of Africans and African Americans under the Dutch and British

Enslaved Africans and the development of the Americas 7.2e

- Distinguish between indentured servitude and slavery in NY
- The Middle Passage
- Living conditions of slaves, including in NY
- Survival and resistance, including slave revolts in NY
- Social and cultural contributions of Africans in the Americas

3 UNIT 3: A New Nation: The United States Constitution

JANUARY – FEBRUARY

Essential Question:
Why do people create, structure, and change governments?

George Washington's presidency 7.5c, 7.5d

- Unwritten constitution
- Selection of cabinet members
- Selection of Supreme Court nominees
- Presidential powers
- Farewell Address
- Alexander Hamilton's economic plans
- National banking system
- U.S. protectionism against free trade

The New Nation 7.5d

- The election of 1800
- Establishing stability and precedents
- Development of political parties (Federalist, Republican Democrats)
- The Louisiana Purchase (1803)
- The War of 1812
- The Monroe Doctrine

Supreme Court Decisions

- *Marbury v. Madison* (1803) and judicial review
- *McCulloch v. Maryland* (1819) and implied powers

Changes to the New York Constitution in the early 19th Century

4 UNIT 4: A Nation Grows: Expansion and Reform 1800-1860

MARCH – APRIL

Essential Question:
How do issues of power, wealth and morality influence growth?

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)

Second Great Awakening 7.7a

- Early 19th century reform movements
  - education
  - prisons
  - temperance
  - mental health care

Anti-Slavery and Abolitionist Movement 7.7b

- Organization and resistance by enslaved Africans
- Key leaders of the abolitionist movement (William Lloyd Garrison, Frederick Douglass, and Harriet Tubman)
- Impact of Uncle Tom's Cabin
- Underground Railroad
- Gradual manumission in NY

The Women's Rights Movement 7.7c

- Seneca Falls Convention
- The Declaration of Sentiments
- Key figures (Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony)

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence.
2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others with supports.
5. Make inferences and draw general conclusions from evidence.
6. Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.

B. Chronological Reasoning and Causation

1. Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.
3. Identify causes and effects using examples from current events, grade-level content, and historical events.
4. Identify and analyze the relationship between multiple causes and effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
7. Recognize that changing the periodization affects the historical narrative.
8. Identify patterns of continuity and change as they relate to larger historical process and themes.
9. Identify models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics.
2. Identify and categorize multiple perspectives on a given historical experience.
3. Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.
4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the United States.
5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
6. Understand the role that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the early history of the United States.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
5. Characterize and analyze changing interconnections among places and regions.
6. Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
2. Identify examples of buyers and sellers in product, labor, and financial markets.
3. Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.
4. Examine the role of institutions such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.
5. Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
6. Explain how government policies affected the economies in colonial and early United States history.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements with teacher support.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.
4. Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.
8. Identify how social and political responsibilities developed in American society.
9. Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.

8 Grade Eight: United States and New York State History

1 UNIT 1: Reconstruction	2 UNIT 2: A Changing Society and The Progressive Era	3 UNIT 3: The United States as an Expansionist Nation	4 UNIT 4: WWI and The United States between Wars	5 UNIT 5: The United States Assumes Worldwide Responsibilities	6 UNIT 6: From World War II to the Present: The Changing Nature of the American People
SEPTEMBER	**OCT. – NOV.**	**DECEMBER**	**JAN. – FEB.**	**MARCH – APRIL**	**MAY – JUNE**
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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) **Brief Review of Civil War (for context)** **Causes of the Civil War 7.8a, 7.8b, 7.8c** ▪ Expansion of Slavery ▪ Abolition of Slavery ▪ State's Rights ▪ Election of Lincoln/ secession **Results of the Civil War 7.8d, 7.8e** ▪ Preservation of the Union ▪ Emancipation of enslaved Africans ▪ Loss of lives *cont.*	**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)** **Industrialization 8.2a, 8.2b** ▪ Rise of NYC and other cities ▪ Urbanization ▪ New technology ▪ Comparison of urban and agricultural regions *cont.*	**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)** **Westward Expansion 8.3a** ▪ Manifest Destiny ▪ Westward expansion ▪ Impact on Native American cultures ▪ Lakota Wars, Chief Joseph, Crazy Horse, and treaty violations *cont.*	**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)** **World War I Causes 8.4a, 8.4b** ▪ Rise of nationalism ▪ Militarism ▪ Development of alliances ▪ Isolationism vs. intervention *cont.*	**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)** **Causes of World War II 8.6a** ▪ Worldwide depression ▪ Rise of Communism at home and abroad *cont.*	**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)** **Postwar Years 8.8a** ▪ Increased productivity ▪ Improved technology ▪ Consumer demand ▪ Short-term and long-term impacts of the Baby Boom ▪ Growth of the suburbs and transportation *cont.*

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▪ Destruction of land ▪ Economic issues **Unifying the Nation 8.1a, 8.1b** **Reconstruction plans** ▪ Economic plan ▪ Political factions ▪ Conflicting plans for post-war Reconstruction ▪ Freedman's Bureau ▪ Congressional Reconstruction **The 13th, 14th, and 15th Amendments (1865, 1868, 1870)** ▪ Abolition of slavery ▪ Citizenship rights ▪ Voting rights **Reconstruction 8.1b, 8.1c** ▪ Sharecropping and prison labor ▪ Migration ▪ African Americans in government ▪ Black codes (1865) ▪ Lack of legal enforcement *cont.*	**Immigration 8.2a, 8.2b, 8.2c** ▪ Patterns and waves of immigration from 1840 to 1890 and 1890 to 1910 ▪ Push-pull factors ▪ The Great Irish Potato Famine ▪ Ellis Island experience ▪ Diversity among immigrant groups ▪ Immigrant experiences across the U.S. ▪ Nativism, eugenics, and ethnic clashes ▪ Chinese Exclusion Act, Gentlemen's Agreement ▪ Immigration restrictions ▪ Assimilation ▪ Contributions of immigrants ▪ Industrial growth of the nation ▪ Citizenship vs. naturalization *cont.*	▪ Creation of reservations ▪ Efforts to assimilate Native Americans including Dawes Act (1887), boarding schools, and Indian Reorganization Act (1934) ▪ Native American responses and resistance **U.S. Interaction with the World 8.3b, 8.3c** ▪ Ethnocentrism, racism, missionaries and charity ▪ Improved technology in transportation and communication ▪ Increased foreign trade ▪ Acquisition of Alaska and annexation of Hawaii ▪ Open Door Policy ▪ Acquisition of foreign markets and raw materials *cont.*	▪ Assassination of Archduke Ferdinand ▪ Annexation of Austria ▪ Sinking of the Lusitania ▪ Zimmerman Note **The Home Front During WWI** ▪ War propaganda ▪ War promoted suspicion of foreigners, socialists ▪ Black Tom explosion ▪ Loyalty oaths ▪ Attacks on civil liberties ▪ Espionage Act (1917), Sedition Act (1918), *Schenck v. U.S.* (1919) **Geography of the War** ▪ European battlefronts including geographic constraints and opportunities **Military Technologies 8.4c** ▪ U-Boats, aircraft, tanks, trucks, railroads ▪ Battleships ▪ Trench warfare *cont.*	▪ Rise of Fascism at home and abroad ▪ Anti-Semitism ▪ Propaganda ▪ The League of Nations ▪ Rise of totalitarianism ▪ Development of alliances ▪ Aggression by Axis powers ▪ Imperialism ▪ Militarism ▪ Nationalism **U.S. Involvement 8.6b** ▪ Lend-Lease Act (1941) ▪ Attack on Pearl Harbor ▪ End of isolationism ▪ Mobilization of resources ▪ War on two fronts ▪ American strategy in Europe, Pacific, North Africa, Italy, and D-Day ▪ Segregated military and Tuskegee Airmen *cont.*	▪ Changing urban landscape ▪ Geographic population shifts and effects on political power ▪ Civic responsibility **Immigration and increasing diversity 8.8b** ▪ Postwar migration and immigration trends (increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations) ▪ Debates and effects of immigration legislation and policy **Stress on the Environment 8.8c** ▪ Environmental issues ▪ Love Canal ▪ Three Mile Island *cont.*

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▪ Election of 1876, Compromise of 1877, End of Reconstruction, withdrawal of Federal troops ▪ Jim Crow laws 1890s-1920s ▪ *Plessy v. Ferguson* (1896) ▪ States' rights vs. federalism ▪ Historically Black colleges and universities **Organized attacks on African Americans** ▪ KKK ▪ White League; Colfax, LA, 1873; Coushatta, LA 1874 ▪ New Orleans, LA, 1866 ▪ Hamburg, SC, 1876 **Race relations in the United States** ▪ Southern perspectives … The Lost Cause ▪ Segregation in the North ▪ Booker T. Washington, George Washington Carver and the Tuskegee Model	**Effects of Industrialization and Immigration 8.2a, 8.2b, 8.2c** **Societal impact of industrialization** ▪ Rise of factories ▪ Migrating to cities ▪ Population growth of NYC ▪ Unsafe working conditions, poor wages, child labor ▪ Tenement life ▪ Development of industrial corporations (railroad, steel) ▪ Monopolies and "robber barons" (John D. Rockefeller, Andrew Carnegie, J.P. Morgan) ▪ New methods of production and distribution of farming ▪ Transportation developments ▪ Communication developments *cont.*	**U.S. Foreign Policy 8.3b, 8.3d** ▪ Isolationism ▪ The Spanish-American War ▪ Yellow journalism ▪ Roosevelt Corollary to Monroe Doctrine (Big Stick Policy) ▪ Panama Canal ▪ Neutrality policy towards Europe **Imperialism** ▪ Cuba ▪ Puerto Rico ▪ Philippines	▪ Chemical weapons ▪ Machine guns ▪ Communications **Aftermath of World War I 8.4d** ▪ League of Nations and domestic opposition ▪ Woodrow Wilson's Fourteen Points ▪ Treaty of Versailles ▪ First Red Scare **Roaring Twenties 8.4e** ▪ Role of women, the 19th Amendment (1920) ▪ Economic prosperity and cultural change ▪ Prohibition ▪ Harlem Renaissance ▪ Jazz Era ▪ Leisure time (automobile culture, sports, motion pictures, literature) ▪ Rise of middle class ▪ Postwar social and racial tensions (East St. Louis riot, Silent March, Tulsa riot) *cont.*	**The Home Front During World War II** ▪ War economy ▪ Role of women in the workforce ▪ Rationing ▪ War bonds ▪ The role of New Yorkers, Brooklyn Navy Yard ▪ Japanese internment ▪ *Korematsu v. United States* (1944) ▪ The role of African Americans and Native Americans ▪ War propaganda **End of World War II 8.6c** ▪ Yalta Conference ▪ Use of atomic bombs on Hiroshima and Nagasaki ▪ Surrender of Axis powers ▪ Human and economic loss ▪ Nuremberg Trials ▪ Holocaust and human rights *cont.*	**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)** **Internal Division and Unrest 8.9a, 8.9b** **Civil Rights Movement** ▪ Segregation and long-standing inequalities ▪ Non-violent movement ▪ Key groups (African-Americans, women, Native Americans, individuals with disabilities, farmworkers, LGBT community) ▪ Key leaders (Martin Luther King, Jr., Thurgood Marshall, Malcolm X, Rosa Parks, Lyndon Johnson) *cont.*

2 UNIT 2: A Changing Society and The Progressive Era

OCT. – NOV.

Essential Question: How do people, policies and technological advances shape a nation?

- Industrial technology
- Rise of banking and financial institutions
- Labor force
- Growth of industrial urban centers
- Economic concepts (capitalism, mixed economy, scarcity)

Government and Business 8.2c, 8.2d, 8.2e

Relationships between government and business

- Political parties
- Laissez faire government
- Era of Boss Tweed and Tammany Hall
- Early attempts to unionize; goals and tactics of labor unions
- Knights of Labor; American Federation of Labor, and International Workers of the World

cont.

4 UNIT 4: WWI and The United States between Wars

JAN. – FEB.

Essential Question: How does a nation respond to economic, political and social challenges?

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 create intensive government interventions in the United States economy and society. (Standards 1, 3, 5)

Economic Practices of the 1920s 8.5a

- Government protection of business
- Tariffs and international trade
- Consumer economy
- Increase in the use of credit
- Agrarian to industrial
- Disparity of wealth; rise of poor and unemployed

cont.

5 UNIT 5: The United States Assumes Worldwide Responsibilities

MARCH – APRIL

Essential Question: How do competing views of power and morality lead to global conflict?

- Reparations for human rights violations
- The United Nations
- The United States as a world power

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)

Competing Superpowers 8.7a

- The Cold War
- Soviet Bloc
- Berlin Wall

cont.

6 UNIT 6: From World War II to the Present: The Changing Nature of the American People

MAY – JUNE

Essential Question: Has the United States of America lived up to the promise and potential of its history and status?

- Assassination of major leaders (1960s)
- Key events and legislation (Military desegregation, *Brown v. Board of Education* (1954), March on Washington for Jobs and Freedom (1963), 16th Street Baptist Church Bombing (1963), Civil Rights Act (1964), the Voting Rights Act (1965), March on Fear (1966) Incident at Wounded Knee (1973), ERA, Education for All Handicapped Children Act (1975), IDEA (1990), Americans with Disabilities Act (1990))
- The feminist movement (1970s)
- American Indian Movement

Political Challenges (1960's – present)

- Watergate Scandal
- Nixon's resignation
- Economic recession
- Presidential cuts to social programs and taxes

cont.

2 UNIT 2: A Changing Society and The Progressive Era

OCT. – NOV.

Essential Question: How do people, policies and technological advances shape a nation?

- Key events (Haymarket Affair, Pullman and International Ladies Garment Workers' Union Strikes)
- Rise of civil service

The Progressive Era 8.2e

- Populist Party
- Key figures (Teddy Roosevelt, Jacob Riis, W.E.B. Dubois, John Muir, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Booker T. Washington, Upton Sinclair, and Lillian Wald)
- Muckrakers
- NAACP and civil rights movements
- Temperance and prohibition
- Settlement houses
- Growth of the women's suffrage movement
- The 19th Amendment (1920)
- Rise of the Socialist Movement

cont.

4 UNIT 4: WWI and The United States between Wars

JAN. – FEB.

Essential Question: How does a nation respond to economic, political and social challenges?

- New production methods (assembly lines)
- Bank failures
- Stock Market crash
- "Black Tuesday"

The Great Depression 8.5b

- Government regulation of social problems
- Government response to economic crisis
- Loss of jobs, wealth, and homes
- Impact based on class, race, and gender
- Conditions in NYC

The Dust Bowl

- Man-made and environmental conditions
- Federal assistance, Farm Security Act (1937)
- Changes in family structure, cultural consequences
- Migrant workers

cont.

5 UNIT 5: The United States Assumes Worldwide Responsibilities

MARCH – APRIL

Essential Question: How do competing views of power and morality lead to global conflict?

- NATO/Warsaw Pact
- Hungarian uprising
- Superpower rivalry (arms race, threat of nuclear weapons, space race)
- Detente/arms control (SALT treaties)
- Peace talks (1980s)
- Fall of Berlin Wall
- End of Cold War

United States Post-War Foreign and Domestic Policy 8.7b

- Communist expansion
- McCarthyism and the second Red Scare
- U.S. policy of containment
- Truman Doctrine
- Marshall Plan
- Korean War
- Cuban Missile Crisis
- Vietnam War
- Domino Theory

cont.

6 UNIT 6: From World War II to the Present: The Changing Nature of the American People

MAY – JUNE

Essential Question: Has the United States of America lived up to the promise and potential of its history and status?

- Oil crisis/inflation

The Vietnam War and the War on Poverty 8.9c

- Medicare and Medicaid
- The Great Society
- 1960s counterculture
- The draft
- Peace movement

Civil Liberties Debates 8.9e

- *Miranda v. Arizona* (1966)
- *Tinker v. Des Moines School District* (1969)
- Gun violence and Second Amendment
- Cyber-bullying
- Electronic surveillance

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	Legislative reform 8.2d, 8.2e **Government Regulation** ▪ Labor reform legislation ▪ Minimum wage ▪ Labor unions ▪ Collective bargaining ▪ Workman's compensation ▪ Child labor laws ▪ Safety regulations ▪ Triangle Shirtwaist Factory Fire ▪ Trust busting ▪ Graduated income tax ▪ Federal Reserve Act ▪ Government regulation of railroads ▪ Consumer protection ▪ Interstate commerce		▪ Local charity efforts (soup kitchens) ▪ Increased credit problems **The New Deal 8.5c** ▪ Franklin Delano Roosevelt and government regulation ▪ Key programs (Social Security, the Wagner Act, Home Relief, WPA, TVA, FDIC) ▪ Long term effects of the New Deal	**Changing U.S. Foreign Relationships 8.7c** ▪ China (1950) ▪ Afghanistan (1980s) ▪ Russia (1990) ▪ Middle East (Israel, Palestine, Iran, Kuwait, Iraq) ▪ Western Hemisphere (NAFTA, Cuba and Mexico) ▪ European Union countries **Foreign entanglements and policies** ▪ Iranian Hostage Crisis ▪ Persian Gulf War (1991) ▪ Somalia, Bosnia (peacekeeping missions) ▪ Human rights ▪ Continuing challenges for the U.S.	**Global military and political alliances and conflicts 8.7d** ▪ Terrorism ▪ September 11, 2001 ▪ National Security post-9/11 (USA Patriot Act, the Department of Homeland Security) ▪ The War on Terror (The War in Iraq (2003) and The War in Afghanistan) **Globalization 8.7e** ▪ Global Interdependence and competition ▪ Economy and workforce ▪ Multinational corporations

Social Studies Practices

A. Gathering, Using, and Interpreting Evidence

1. Define and frame questions about the United States and answer them by gathering, using, and interpreting evidence.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others considering historical context.
5. Make inferences and draw conclusions from evidence.
6. Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. or B.C.E. and A.D. or C.E.); and to interpret the data presented in time lines.
3. Identify causes and effects using examples from current events, grade-level content, and historical events.
4. Identify, analyze, and evaluate the relationship between multiple causes and effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
7. Recognize that changing the periodization affects the historical narrative.
8. Relate patterns of continuity and change to larger historical processes and themes.
9. Identify and describe models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.
2. Identify and compare multiple perspectives on a given historical experience.
3. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.
5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
6. Analyze case studies in United States history in a comparative framework attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections among places; evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
5. Characterize and analyze changing interconnections among places and regions.
6. Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
2. Explain the roles of buyers and sellers in product, labor, and financial markets.
3. Describe the role of competition in the determination of prices and wages in a market economy.
4. Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States.
5. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
6. Explain how government policies affect the economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify and explain different types of political systems and ideologies used at various times in United States history and explain the role of individuals and key groups in those political and social systems.
4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times in the United States.
5. Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society.
9. Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.

New York State Social Studies Elementary Standards

1

STANDARD I: HISTORY OF THE UNITED STATES AND NEW YORK
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 1.1:
The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Student Performance Indicators:
- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
- Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- Explain those values, practices, and traditions that unite all Americans

Key Idea 1.2:
Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Student Performance Indicators:
- Gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- Recognize how traditions and practices were passed from one generation to the next
- Distinguish between near and distant past and interpret simple timelines

Key Idea 1.3:
The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
- Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
- Classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
- Identify individuals who have helped to strengthen democracy in the United States and throughout the world

Key Idea 1.4:
The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.

Student Performance Indicators:
- Consider different interpretations of key events and/or issues in history and understand the differences in these accounts
- Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and art

2

STANDARD 2: WORLD HISTORY
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 2.1:
The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Student Performance Indicators:
- Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses
- Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
- Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Key Idea 2.2:
Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Student Performance Indicators:
- Distinguish between past, present, and future time periods
- Develop timelines that display important events and eras from world history
- Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using B.C.E. and C.E. as reference points
- Compare important events and accomplishments from different time periods in world history

Key Idea 2.3:
The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
- Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
- Gather and present information about important developments from world history
- Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices

Key Idea 2.4:
The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Student Performance Indicators:
- Consider different interpretations of key events and developments in world history and understand the differences in these accounts
- Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

3

STANDARD 3: GEOGRAPHY
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface.

Key Idea 3.1:
Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography).

Student Performance Indicators:

- Study about how people live, work, and utilize natural resources
- Draw maps and diagrams that serve as representations of places, physical features, and objects
- Locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principle parallels and meridians
- Identify and compare the physical, human, and cultural characteristics of different regions and people
- Investigate how people depend on and modify the physical environment

Key Idea 3.2:
Geography requires the development and application of the skills of asking and answering geography questions, analyzing theories of geography, and acquiring and organizing geographic information.

Student Performance Indicators:

- Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places
- Gather and organize geographic information from a variety of sources and display it in a number of ways
- Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data

4

STANDARD 4: ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Key Idea 4.1:

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Student Performance Indicators:

- Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- Explain how people's wants exceed their limited resources and that this condition defines scarcity
- Know that scarcity requires individuals to make choices and that these choices involve costs
- Study how the availability and distribution of resources is important to a nation's economic growth
- Understand how societies organize their economies to answer fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced?
- Investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal

Key Idea 4.2:

Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Student Performance Indicators:

- Locate economic information, using card catalogues, computer databases, indices, and library guides
- Collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
- Make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
- Present economic information by developing charts tables diagrams, and simple graphs

5

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations, the United States Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 5.1:
The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Student Performance Indicators:
- Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
- Explain the probable consequences of the absence of government and rules
- Describe the basic purposes of government and the importance of civic life
- Understand that social and political systems are based upon people's beliefs
- Discuss how and why the world is divided into nations and what kinds of governments other nations have

Key Idea 5.2:
The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Student Performance Indicators:
- Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States
- Understand the basic civic values that are the foundation of American constitutional democracy
- Know what the United States Constitution is and why it is important
- Understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government
- Understand the structure of New York State and local governments, including executive, legislative, and judicial branches
- Identify their legislative and executive representatives at the local, state, and national governments

Key Idea 5.3:
Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Student Performance Indicators:
- Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- Examine what it means to be a good citizen in the classroom, school, home, and community
- Identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- Examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- Understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
- Identify basic rights that students have and those that they will acquire as they age

Key Idea 5.4:
The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Student Performance Indicators:
- Show a willingness to consider other points of view before drawing conclusions or making judgments
- Participate in activities that focus on a classroom, school, or community issue or problem
- Suggest alternative solutions or courses of action to hypothetical or historic problems
- Evaluate the consequences for each alternative solution or course of action
- Prioritize the solutions based on established criteria
- Propose an action plan to address the issue of how to solve the problem

New York State Social Studies Middle School Standards

1

STANDARD I: HISTORY OF THE UNITED STATES AND NEW YORK
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 1.1:
The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Student Performance Indicators:
- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans
- Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents

Key Idea 1.2:
Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Student Performance Indicators:
- Describe the reasons for periodizing history in different ways
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant
- Understand the relationship between the relative importance of United States domestic and foreign policies over time
- Analyze the role played by the United States in international politics, past and present

Key Idea 1.3:
The study of the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
- Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States, at different times and in different locations
- Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- Describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
- Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious

Key Idea 1.4
The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.

Student Performance Indicators:
- Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- Compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
- Describe historic events through the eyes and experiences of those who were there

2

STANDARD 2: WORLD HISTORY
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 2.1:
The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Student Performance Indicators:
- Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- Interpret and analyze documents and artifacts related to significant developments and events in world history

Key Idea 2.2:
Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Student Performance Indicators:
- Develop timelines by placing important events and developments in world history in their correct chronological order
- Measure time periods by years, decades, centuries, and millennia
- Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes

Key Idea 2.3:
The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
- Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
- Interpret and analyze documents and artifacts related to significant developments and events in world history
- Classify historic information according to the type of activity or practices: social/cultural, political, economic, geographic, scientific, technological, and historic

Key Idea 2.4:
The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Student Performance Indicators:
- Explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed
- Analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians
- View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents
- Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions

3

STANDARD 3: GEOGRAPHY
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea 3.1:
Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Student Performance Indicators:
- Map information about people, places, and environments
- Understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models
- Investigate why people and places are located where they are located and what patterns can be perceived in these locations
- Describe the relationships between people and environments and the connections between people and places

Key Idea 3.2:
Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Student Performance Indicators:
- Formulate geographic questions and define geographic issues and problems
- Use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems
- Present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
- Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems

4

STANDARD 4 – ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Key Idea 4.1:

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Student Performance Indicators:

- Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- Define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems
- Understand how scarcity requires people and nations to make choices which involve costs and future considerations
- Understand how people in the United States and throughout the world are both producers and consumers of goods and services
- Investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- Describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
- Explain how nations throughout the world have joined with one another to promote economic development and growth

Key Idea 4.2:

Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Student Performance Indicators:

- Identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
- Organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
- Evaluate economic data by differentiating fact from opinion and identifying frames of reference
- Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
- Present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions

5

STANDARD 5 – CIVICS, CITIZENSHIP, AND GOVERNMENT
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 5.1:
The study of civics, citizenship, and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Student Performance Indicators:
- Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- Consider the nature and evolution of constitutional democracies
- Explore the rights of citizens in their parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
- Analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases

Key Idea 5.2:
The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Student Performance Indicators:
- Understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- Understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution
- Compare and contrast the development and evolution of the constitutions of the United States and New York State
- Define federalism and describe the powers granted the national and state governments by the United States Constitution
- Value the principles, ideals, and core values of the American democratic system based upon the promises of human dignity, liberty, justice, and equality
- Understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

Key Idea 5.3:
Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Student Performance Indicators:
- Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship changed in the United States and New York State over time
- Understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities
- Discuss the role of an informed citizen in today's changing world
- Explain how Americans are citizens of their state and of the United States

Key Idea 5.4
The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

Student Performance Indicators:
- Respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint
- Explain the role that civility plays in promoting effective citizenship in preserving democracy
- Participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

The College, Career, and Civic Life (C3) Framework

This national framework is the result of collaboration among fifteen professional organizations committed to the advancement of social studies education. It challenges us to work to prepare students for college, careers and civic engagement. The 3 C's are articulated so that knowledgeable, thinking, and active citizens are the end goal of high quality social studies teaching and learning.

The C3 Framework is also centered on an Inquiry Arc — a set of interlocking and mutually supportive ideas that frame the ways students learn social studies. By focusing on inquiry, the framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world.[1]

The concepts expressed in the C3 Framework illustrate the disciplinary ideas, such as political structures, economic decision making, spatial patterns, and chronological sequencing that help organize curriculum and content.

The Framework also provides grade level benchmarks that describe what students in grades 2, 5, 8 and 12 should be able to do in each of the dimensions by the end of each grade.

While the NYSED Frameworks seek to integrate much of what is included in the C3 Framework, it is an important document worthy of attention and can be found here: http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf

1 National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
▪ Developing Questions and Planning Inquiries	**Civics:** ▪ Civic and Political Institutions; Applying Civic Virtues & Democratic Principles; Processes, Rules & Laws **Economics:** ▪ Economic Decision-Making; Exchange and Markets; National Economy; Global Economy **Geography:** ▪ Geographic Representations/ Spatial Views of the World; Human-Environment Interaction; Human Population; Global Interconnections **History:** ▪ Change, Continuity & Context; Perspectives; Historical Science & Evidence; Causation & Argument	▪ Gathering Evidence and Evaluating Sources ▪ Developing Claims and Using Evidence	▪ Communicating and Critiquing Conclusions ▪ Taking Informed Action

NYSED State Mandated Instruction in Social Studies

New York State Education Law: Article 17, Section 801-802

801. Courses of instruction in patriotism and citizenship and in certain historic documents.

Summary: The Regents shall prescribe:

1. courses of instruction in patriotism, citizenship, and human rights issues (especially the study of the inhumanity of genocide, slavery, the Holocaust, and the Irish Famine) to be maintained and followed in all the schools of New York State. All students over age eight shall receive this instruction.
2. courses of instruction in the history, meaning, significance and effects of the Constitution of the United States, the amendments, the Declaration of Independence, the New York State Constitution and its amendments, to be maintained and followed in all of the schools of the state. All students in eighth grade and higher shall receive this instruction.
3. a course of studies in the public schools, during a week designated by the Regents, to instill the purpose, meaning and importance of the Bill of Rights articles in the federal and state constitutions, in addition to the prescribed courses of study in the schools.
4. curriculum materials to aid in the instruction in understanding and acceptance of children with disabilities. All students in grades Kindergarten through six shall receive this instruction.

801-a. Instruction in civility, citizenship and character education.

Summary: The Regents shall ensure that the instruction in grades Kindergarten through twelve includes a component on civility, citizenship and character education.

802. Instruction relating to the flag; holidays.

Summary: The commissioner shall:

1. prepare a program providing a salute to the flag and daily pledge of allegiance to the flag, and instruction in respect for the flag, for the use of the public schools of the state of New York.
2. make provision for the observance of Lincoln's birthday, Washington's birthday, Memorial Day and Flag Day in the public schools.

801-a Instruction relating to general elections.

Summary: Every school and teacher or instructor shall utilize a sample of facsimile ballot, provided by the appropriate board of elections, when providing instruction in the electoral process relating to an ongoing general election.

For the full text of these sections, visit http://www.p12.nysed.gov/ciai/socst/leadersguide/ssrationale.html#law.

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NYC Social Studies Scope & Sequence

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