



Department of  
Education

*Carmen Fariña, Chancellor*



New York City

**9-12**

# Social Studies Scope & Sequence

**2014-2015**



# **NYC Department of Education**

## 9-12 Social Studies Scope and Sequence

**Carmen Fariña**

Chancellor

**Phil Weinberg**

Deputy Chancellor

Division of Teaching & Learning

**Anna Commitante**

Senior Executive Director

Curriculum, Instruction & Professional Development

**Eric Contreras**

Executive Director

Social Studies

52 Chambers Street  
New York, NY 10007

# The New York City Department of Education

## Grades 9-12 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 9-12 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 Grades 9-12 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 9-12, the social studies content should be integrated with the relevant CCLS by utilizing the standards for Literacy in History and Social Studies.

### 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  
Senior Executive Director  
Curriculum, Instruction and Professional Development

# 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

# College Readiness 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.

- 
- Historical Thinking Skills**
- getting information from a variety of primary and secondary sources
  - interpreting information
  - analyzing and evaluating information
  - handling diversity of viewpoints and interpretations
  - distinguishing fact vs. opinion
  - synthesizing information from historical sources
  - understanding chronology
  - contextualizing information
  - recognizing historical trends and categorizing information
  - building and defending a theory
  - analyzing and interpreting maps, graphs and tables related to history and geography
  - understanding and making appropriate interdisciplinary connection

- 
- Historical Writing Skills**
- taking notes
  - synthesizing and applying information
  - communicating and defending a position clearly
  - developing and supporting a thesis with detailed paragraphs and conclusion
  - citing sources
  - engaging the reader
  - producing and presenting research projects and papers

- 
- Media Literacy Skills**
- accessing and utilizing vast array of online resources
  - evaluating online resources
  - utilizing appropriate software in research and presentations

- 
- Communication Skills**
- identifying assumptions and values
  - recognizing and avoiding stereotypes
  - participating in group and individual discussions and projects
  - cooperating to accomplish goals
  - assuming responsibility to carry out tasks
  - communicating a position clearly
  - actively listening to a variety of positions

## Learning Experiences to Develop College Readiness and High Level Thinking

In order to improve college readiness for all students through social studies, it is important to introduce instructional strategies that develop students' higher level analytical and communication skills.

The most effective social studies curriculum involves a continuum of learning between classes and across grade levels from year to year. The New York City 9-12 Scope and Sequence is an extension of the K-8 Scope and Sequence as it builds on knowledge and skills previously introduced. It offers students challenging content which will require them to complete sophisticated assignments and be exposed to college readiness skills. Following are some important strategies for college readiness:

- Engage students in a **rigorous** social studies curriculum. Create a path of inclusion rather than exclusion. Rigorous classes that are intellectually challenging should be the goal for all students.
- Provide increased opportunities and exposure to **analytical thinking and communication** necessary for academic success in social studies. Strategies can focus on the interpretation and analysis of primary and secondary sources.
- Develop in students a **sense of chronology** and deep understanding of **chronological thinking**.
- Ensure students analyze and **interpret historical sources** from a variety of perspectives and from multiple points of view, utilizing maps, graphs, charts, and tables. Strategies such as concept categorization, evaluation, and generalization are also important.
- **Provide multiple exposures to writing** in social studies through the implementation of skills focusing on thesis development and other qualities of good persuasive writing as well as essays that focus on both **free response and document-based questions**.
- Provide students with rigorous learning in both **individual and collaborative/cooperative** settings in the social studies classroom.

*Contributed by: College Board*

# Social Studies Practices Grades 9-12

## **A** Gathering, Using, and Interpreting Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
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 content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

## **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. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects.
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

## **C** Comparison and Contextualization

1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

## **D** Geographic Reasoning

1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships among patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing interconnections among places and regions.

## **E** Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the impact on the national and global economy.

## **F** Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
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 and interdependent global community by developing awareness and/or engaging in the political process.

# 9

## Grade Nine: Global History and Geography

<b>1</b> <b>UNIT 1:</b> <b>The First Civilizations</b> (ca. 10,000 B.C.E. – ca. 900 C.E.)	<b>2</b> <b>UNIT 2:</b> <b>Expanding Interregional Networks: Exchange and Encounter</b> (ca. 500 – ca. 1500 C.E.)	<b>3</b> <b>UNIT 3:</b> <b>The Ottoman and the Ming Dynasties</b> (pre-1600 C.E.)	<b>4</b> <b>UNIT 4:</b> <b>Transformation of Western Europe and Russia</b> (1314 – ca. 1750 C.E.)	<b>5</b> <b>UNIT 5:</b> <b>Africa and the Americas</b> (pre-1600 C.E.)	<b>6</b> <b>UNIT 6:</b> <b>Interactions and Disruptions During the First Global Age</b> (ca. 1400 – ca. 1750 C.E.)
SEPTEMBER – MID-OCTOBER	MID-OCTOBER – MID-DECEMBER	MID-DECEMBER – JANUARY	FEBRUARY – MID-MARCH	MID-MARCH – MID-APRIL	MID-APRIL – JUNE
<b>Essential Question:</b> <b>Why do civilizations rise and fall?</b>	<b>Essential Question:</b> <b>What is meant by globalization? What defines a global age?</b>	<b>Essential Question:</b> <b>What sustains an empire?</b>	<b>Essential Question:</b> <b>Why are some events considered turning points in history?</b>	<b>Essential Question:</b> <b>How are a society's achievements judged?</b>	<b>Essential Question:</b> <b>How did the Encounter transform the Atlantic World?</b>
<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. In what ways did the Neolithic Revolution change political, social, and economic organization?</li> <li>2. How did early civilizations/river valley civilizations adapt and modify their environments to meet their needs?</li> <li>3. In what ways were early belief systems and religions the same or different?</li> <li>4. Why did classical civilizations develop, expand, and ultimately decline?</li> <li>5. What features did early civilizations share? What features were specific to a location? <i>cont.</i></li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. In what ways do technological advances contribute to historical turning points?</li> <li>2. Why is ca. 400 – 1300 C.E. in Western Europe sometimes referred to as The Dark Ages or The Middle Ages? What circumstances brought Europe back “into the light”?</li> <li>3. What made Constantinople a geographically desirable location?</li> <li>4. How did the rise and fall of the Mongol Empire affect the movement of people and goods throughout Eurasia?</li> <li>5. How did advances in technology lead to changes in trade?</li> <li>6. What techniques did the Abbasid Caliphate employ to extend Islam?</li> <li>7. Was China the center of the world in ca. 600 – 1500 C.E.? <i>cont.</i></li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. How did the dominant belief systems of the Ottoman Empire and Ming Dynasty affect their political and social organization?</li> <li>2. In China’s trade with Europe, who benefited more from the exchange?</li> <li>3. Was the parallel navigation taking place in China during this era motivated by the same factors as European exploration?</li> <li>4. What factors contributed to the longevity of the Ming dynasty? What factors threatened Ming hegemony?</li> <li>5. What factors contributed to the longevity of the Ottoman Empire? What factors threatened Ottoman hegemony?</li> <li>6. Was the Battle of Lepanto a turning point in world history? Why or Why not? <i>cont.</i></li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What factors led to a newfound interest in Greco-Roman art and philosophy (classical heritage) throughout Europe?</li> <li>2. Were the roots of the Renaissance and Enlightenment Afro-Asian or European?</li> <li>3. What were the various religions that grew out of Catholicism? How did they differ?</li> <li>4. Why was centralized political power a trend throughout societies in Europe, Asia and Africa?</li> <li>5. How did the work of the enlightened philosophers raise questions about the existing social and political order throughout Europe?</li> <li>6. What implications did limits to royal power have on political events in England and the Americas? <i>cont.</i></li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What role did trade play in uniting and dividing people in Africa pre-1600?</li> <li>2. What roles did women play in various African societies? How does it compare to European societies at roughly the same time?</li> <li>3. What were the characteristics of slavery in some African societies pre-contact with Western Europe? What were the characteristics of slavery in the Islamic world?</li> <li>4. What evidence can be used to show that the Aztec and Incan societies were complex prior to the arrival of European explorers?</li> <li>5. How did the kingdoms of Africa and the Americas trace their collective history? <i>cont.</i></li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. How did technologies and ideas that diffused to Europe from Byzantium, Africa, and Asia make Atlantic exploration possible?</li> <li>2. How did commodities (sugar, tobacco, silver) drive European colonization?</li> <li>3. What were the ecological, demographic, and economic transformations resulting from the Columbian Exchange?</li> <li>4. What were the characteristics of the Trans-Atlantic Slave trade? What role did Europeans and Africans play in the development and proliferation of the trans-Atlantic slave trade?</li> <li>5. How did the first global age transform gender relations?</li> <li>6. How did technology, trade, and conflict begin to shift power relationships between the Europeans and Asian empires and kingdoms? <i>cont.</i></li> </ol>

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<p><b>9.1 DEVELOPMENT OF CIVILIZATION:</b> The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics. (Standards 2, 3, 4)</p> <p><b>Early Peoples 9.1a</b></p> <ul style="list-style-type: none"> <li>Human origins and geography</li> <li>Paleolithic hunters and gatherers</li> <li>Herding and pastoralism</li> <li>Development of early government</li> <li>Shift in roles of men and women</li> </ul> <p><b>Neolithic Revolution and Early River Civilizations 9.1b</b></p> <ul style="list-style-type: none"> <li>Foundations of early civilization (Mesopotamia, Egypt, the Indus Valley, and Yellow River)</li> <li>Human and physical geography</li> <li>Modification of the environment</li> <li>Traditional economies</li> <li>Political systems</li> <li>Social structures and urbanization</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>9.5 POLITICAL POWERS AND ACHIEVEMENTS:</b> New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards 2, 3, 4, 5)</p> <p><b>Medieval Europe (500-1400 C.E.) 9.5a, 9.5b, 9.5c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (location, regional diversity, Norse exploration, Hanseatic League)</li> <li>Frankish Empire (Charlemagne)</li> <li>Manorialism</li> <li>Feudalism</li> <li>Spiritual and secular role of the Church</li> <li>Monastic centers of learning</li> <li>Anti-Semitism</li> <li>Art and architecture</li> <li>Joan of Arc and the 100 Years War</li> <li>Resurgence of Europe (Hanseatic League and Italian city-states, trade fairs and towns, Medieval guilds, commercial revolution)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600:</b> Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world. (Standards 2, 3, 4, 5)</p> <p><b>Belief Systems in Afro-Eurasian World 9.7a</b></p> <ul style="list-style-type: none"> <li>Muslim, Neo-Confucian and Christian realms ca. 1400 C.E.</li> <li>Size and influence</li> <li>Maps (the Ottoman Empire and Ming Dynasty)</li> </ul> <p><b>Effects of Ethnic and Religious Composition 9.7b</b></p> <ul style="list-style-type: none"> <li>Influence of Neo-Confucianism on Ming political and societal organization</li> <li>Influence of Islam on Ottoman political and societal organization</li> </ul> <p><b>The Ming Dynasty (1368-1644 C.E.) 9.7c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Great Wall, Beijing)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA:</b> Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world. (Standards 2, 3, 5)</p> <p><b>Renaissance and Humanism (1314- ca. 1750 C.E.) 9.9a</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Ptolemaic model, Copernican model, Mercator map, proximity to Islamic World)</li> <li>Late Middle Ages (Western European institutions, ideas, beliefs and practices)</li> <li>Shift in worldview (otherworldly to secular)</li> <li>Economics and trade</li> <li>Greco-Roman revival and legacy (interest in humanism)</li> <li>Art and architecture (Leonardo da Vinci, Michelangelo)</li> <li>Literature (Dante, Cervantes, Shakespeare)</li> <li>Political science (Machiavelli)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>9.8 AFRICA AND THE AMERICAS PRE-1600:</b> The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards 2, 3, 4, 5)</p> <p><b>Complex Societies and Civilizations in Africa and the Americas (ca. 1325 – 1600 C.E.) 9.8a, 9.8c</b></p> <p>African states and societies</p> <ul style="list-style-type: none"> <li>Regional environmental differences (desert, Sahel, savannah, rain forest, mountains, rivers, lakes, coastline)</li> <li>Songhai Empire (availability of resources, trade networks)</li> <li>Ibn Battuta</li> <li>Economies</li> <li>Cities (Loango, D’Jenne-Jeno, Kimsu, Marrakesh, Fez, Timbuktu, Cairo)</li> <li>East Africa (Swahili Coast, Zanzibar, Sudan, trade with Arabia and Persian Gulf)</li> <li>Islam, animism, Christianity</li> <li>Regional conflicts</li> <li>Contributions</li> <li>Roles and achievements of women</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>9.10 INTERACTIONS AND DISRUPTIONS:</b> Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards 2, 3, 4)</p> <p><b>Development of Transoceanic Trade Routes 9.10a</b></p> <ul style="list-style-type: none"> <li>Spain and Portugal on the eve of the encounter</li> <li>Human and physical geography (various trade routes to India, Venetian and Genoese monopolies, location of Iberian peninsula and Prince Henry)</li> <li>Reconquista under Ferdinand and Isabella</li> <li>Expulsion of Moors and Jews</li> <li>Motivations for exploration and expansion</li> <li>Mediterranean trade</li> <li>Exploration and overseas expansion (Columbus, Magellan)</li> <li>Canary Islands and sugar</li> <li>Knowledge and technological innovations</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><b>Characteristics of Complex Societies and Civilizations 9.1c</b>  <i>Unique contributions of the Mesopotamian, Yellow and Indus river valley civilizations</i></p> <ul style="list-style-type: none"> <li>Language and writing systems</li> <li>Belief systems</li> <li>Technology</li> <li>Art and architecture</li> <li>Job specialization</li> <li>Social hierarchy</li> <li>Gender roles</li> </ul> <p><b>9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards 2, 3)</b></p> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Byzantine Empire (312 – 1453 C.E.) 9.5a, 9.5c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Bosphorus Strait, trade routes including Silk Roads)</li> <li>Achievements (law (Justinian Code), engineering (Hagia Sophia), art (icons), diplomacy and commerce)</li> <li>The Greek Orthodox Church, conversion of Russia and the Balkans</li> <li>Political structure and leadership (Basil II, Constantine I, Justinian and Theodora)</li> </ul> <p><b>The Rise and Fall of the Mongols and Their Impact on Eurasia (1206 – 1480 C.E.) 9.5b, 9.5c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Mongolian Steppe)</li> <li>Origins (Central Asian nomadic tribes)</li> <li>Extent of empire including Genghis Khan and Kublai Khan and Khanates</li> <li>Effects on Central Asia, China, Korea, Europe, India, Southwest Asia</li> <li>The Yuan Dynasty: a foreign non-Chinese dynasty.</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Restoration of Chinese rule, Chinese world vision</li> <li>The impact of China on East Asia and Southeast Asia</li> <li>China's relationship with the West</li> <li>Contributions</li> <li>Ethnic and religious composition</li> <li>Structure of family life and the role of women</li> <li>Expansion of trade (Zheng He, 1405 – 1433)</li> <li>Trade and naval power</li> <li>From exploration to isolationism</li> <li>Interaction with European traders and Christian missionaries (Jesuits)</li> </ul> <p><b>The Impact of the Ottoman Empire on the Middle East and Europe (1281 – 1571 C.E.) 9.7c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Mediterranean Sea, Black Sea, Red Sea, Constantinople)</li> <li>Suleiman I (the Magnificent, the Lawgiver), sultans, Topkapi, the Blue Mosque</li> <li>Ethnic and religious composition</li> <li>Structure of family life</li> <li>Interaction with Europe</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Scientific and technological innovations (Gutenberg's moveable type printing press, cartography, naval engineering, navigational and nautical devices)</li> <li>Beliefs, laws, and norms limiting the education and public roles of women (1400-1750)</li> <li>Role of the Islamic caliphates in the diffusion of goods, ideas and technology (printing, paper, navigational tools, mathematics, and medical science)</li> </ul> <p><b>Reformation and Counter Reformation (1517 – 1660 C.E.) 9.9b</b></p> <ul style="list-style-type: none"> <li>Martin Luther's Ninety-Five Theses: the challenge to the power and authority of the Roman Catholic Church</li> <li>Religious and social upheaval</li> <li>Anti-Semitic laws and policies, marginalization of Jewish people in European society</li> <li>Henry VIII, Elizabeth I and the English Reformation</li> <li>Calvin and other reformers</li> <li>Counter Reformation (Ignatius Loyola, Council of Trent)</li> <li>Roles of men and women within the Christian churches</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Trans-Atlantic/European African slave networks</li> <li>Military, cavalry, cannon and gunpowder</li> </ul> <p><b>Aztec, Inca</b></p> <ul style="list-style-type: none"> <li>Availability of resources, trade networks</li> <li>Political organization and policies</li> <li>Economies and infrastructure (role of tribute)</li> <li>Agricultural innovation and environmental modification</li> <li>Cities (Tenochtitlan and Cuzco)</li> <li>Regional conflict</li> <li>Role of religion (Quetzalcoatl)</li> <li>Role and achievements of women</li> <li>Interactions in the Atlantic World</li> </ul> <p><b>Local Traditions in Africa and the Americas (ca. 1325 – 1600 C.E.) 9.8b</b></p> <ul style="list-style-type: none"> <li>Role of nature and traditional beliefs</li> <li>The connections between religious belief and political power in the Aztec and Inca empires (codices)</li> <li>Interaction between empires and local communities</li> <li>Oral history and tradition</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>The Encounter, Colonization and the Columbian Exchange (ca. 1450 – 1750 C.E.) 9.10b</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (the Columbian Exchange and ecological imperialism)</li> <li>European competition for colonies in the Americas, Africa, East Asia, and Southeast Asia</li> <li>The Atlantic Plantation Complex</li> <li>The triangular trade and slavery</li> <li>Slave forts</li> <li>The extent of European expansionism</li> <li>European mercantilism</li> <li>Spanish colonialism and the introduction of the Encomienda system in Latin America</li> <li>Dutch colonization in East Asia (Japan and Indonesia)</li> <li>Portuguese colonization in Africa, Arabia, India, and China</li> <li>Women facilitated the cross-cultural exchange between Europeans and indigenous populations (Pocahontas and La Malinche)</li> <li>Exchange of food</li> <li>Epidemic and pandemic</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<b>1</b> <b>UNIT 1:</b> <b>The First Civilizations</b> (ca. 10,000 B.C.E. – ca. 900 C.E.)	<b>2</b> <b>UNIT 2:</b> <b>Expanding Interregional Networks: Exchange and Encounter</b> (ca. 500 – ca. 1500 C.E.)	<b>3</b> <b>UNIT 3:</b> <b>The Ottoman and the Ming Dynasties</b> (pre-1600 C.E.)	<b>4</b> <b>UNIT 4:</b> <b>Transformation of Western Europe and Russia</b> (1314 – ca. 1750 C.E.)	<b>5</b> <b>UNIT 5:</b> <b>Africa and the Americas</b> (pre-1600 C.E.)	<b>6</b> <b>UNIT 6:</b> <b>Interactions and Disruptions During the First Global Age</b> (ca. 1400 – ca. 1750 C.E.)
SEPTEMBER – MID-OCTOBER	MID-OCTOBER – MID-DECEMBER	MID-DECEMBER – JANUARY	FEBRUARY – MID-MARCH	MID-MARCH – MID-APRIL	MID-APRIL – JUNE
<b>Essential Question:</b> <b>Why do civilizations rise and fall?</b>	<b>Essential Question:</b> <b>What is meant by globalization? What defines a global age?</b>	<b>Essential Question:</b> <b>What sustains an empire?</b>	<b>Essential Question:</b> <b>Why are some events considered turning points in history?</b>	<b>Essential Question:</b> <b>How are a society’s achievements judged?</b>	<b>Essential Question:</b> <b>How did the Encounter transform the Atlantic World?</b>
<p><b>Development of Belief Systems 9.2a</b></p> <ul style="list-style-type: none"> <li>Place of origin, sacred texts, ethical codes and major beliefs (Animism, Buddhism, Confucianism, Daoism, Christianity, Hinduism, Islam, Jainism, Judaism, Legalism, Shintoism)</li> </ul> <p><b>Societies and Belief Systems 9.2b</b>  <i>Expansion of Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism</i></p> <ul style="list-style-type: none"> <li>Social order and gender roles</li> <li>Unity of common beliefs</li> </ul> <p><b>9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards 2, 3, 5)</b></p> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>The Golden Horde and the rise of Moscow</li> <li>Global trade, Pax Mongolica, Marco Polo, Ibn Battuta</li> <li>Causes of decline</li> </ul> <p><b>Abbasid Caliphate (750 – 1258 C.E.) 9.5b, 9.5c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Muslim empire, Baghdad)</li> <li>Origins (defeat of the Umayyads)</li> <li>Extent of influence</li> <li>Effects on Middle East and Asia</li> <li>Golden Age of Islam</li> <li>Cultural achievements and innovations (Paper mill, al-Khwarizmi (algebra, Hindu-Arabic numerals), optics, poetry, Arabian Nights, medicine, alchemy, cartography)</li> <li>Commerce and travel (Silk Road)</li> <li>Baghdad, center of learning</li> <li>Cultural diffusion and syncretism from Africa and Europe and Asia</li> </ul> <p><b>Tang and Song Dynasty (618-1126 C.E.) 9.5b, 9.5c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (proximity to Japan and Korea)</li> <li>Cultural achievements and technological innovations (clockwork, movable type, gunpowder)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Disruption of established trade routes and European search for new ones</li> <li>Ethnic and religious composition</li> <li>Trade and naval power</li> </ul>	<ul style="list-style-type: none"> <li>Religious wars in Europe: causes and impacts</li> </ul> <p><b>Political Ideologies: Global Absolutism 9.9c</b></p> <ul style="list-style-type: none"> <li>The decline of the Mongols (Golden Horde) on the rise of Moscow</li> <li>Efforts to contain Ottoman Empire in Russia and Islamic caliphates in Spain and Portugal</li> <li>Thomas Hobbes, <i>The Leviathan</i></li> <li>Absolutism and Divine Right theory</li> <li>Key figures (Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, Peter the Great and Catherine the Great)</li> <li>Autocracy and absolutism under Louis XIV and Peter the Great</li> </ul> <p><b>The Scientific Revolution (1543 – ca. 1750 C.E.) 9.9d</b></p> <ul style="list-style-type: none"> <li>Copernicus and heliocentric universe</li> <li>Galileo Galilei, Newton</li> <li>The scientific method</li> <li>Women in the sciences (Maria Sibylla Merian, Emilie Du Chatelet)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Cultural Achievements and Contributions 9.8c</b></p> <ul style="list-style-type: none"> <li>Aztec urban planning (Tenochtitlan), empire, communication technology (codices)</li> <li>Inca (architecture, astronomy, empire, mathematics, measurement, communication technology (quipu), roadways, terrace farming)</li> <li>Songhai centralized bureaucracy, ties with Muslim world, mathematics, astronomy, Timbuktu, Sankoré University</li> </ul>	<p><b>The Transatlantic Slave Trade (1493 – 1833 C.E.) 9.10c</b></p> <ul style="list-style-type: none"> <li>The Atlantic Plantation Complex</li> <li>Results of the Encounter</li> <li>Demographic collapse of Native American communities</li> <li>Resource extraction</li> <li>Effects on Asante and Dahomey</li> <li>Demographic shifts in Europe and China following 1492</li> <li>Demand for plantation labor</li> <li>Plantations, servants, slavery, rebellion and resistance in Brazil, San Domingue, Barbados, St. Vincent, Jamaica, American South</li> <li>Silver trade (treasure fleets)</li> <li>European and African roles in the slave trade</li> <li>Slave forts in West Africa</li> <li>Social, political, and economic impact of the Atlantic slave trade on African regions and kingdoms (Angola, West Africa and the Ashanti and Dahomey)</li> <li>The Middle Passage</li> <li>African Diaspora and the “Black Atlantic”</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<h1>1</h1> <p><b>UNIT 1:</b> The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)</p>	<h1>2</h1> <p><b>UNIT 2:</b> Expanding Interregional Networks: Exchange and Encounter (ca. 500 – ca. 1500 C.E.)</p>	<h1>4</h1> <p><b>UNIT 4:</b> Transformation of Western Europe and Russia (1314 – ca. 1750 C.E.)</p>	<h1>6</h1> <p><b>UNIT 6:</b> Interactions and Disruptions During the First Global Age (ca. 1400 – ca. 1750 C.E.)</p>
SEPTEMBER – MID-OCTOBER	MID-OCTOBER – MID-DECEMBER	FEBRUARY – MID-MARCH	MID-APRIL – JUNE
<p><b>Essential Question:</b> Why do civilizations rise and fall?</p>	<p><b>Essential Question:</b> What is meant by globalization? What defines a global age?</p>	<p><b>Essential Question:</b> Why are some events considered turning points in history?</p>	<p><b>Essential Question:</b> How did the Encounter transform the Atlantic World?</p>
<p><b>Chinese Civilization: Shang, Zhou, Qin, Han (ca. 1700 B.C.E. – 220 C.E.) 9.3a, 9.3b, 9.3c, 9.3d</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Himalayas, Pacific Ocean, proximity to Mongolian Steppe, The Great Wall of China)</li> <li>Location and relative size</li> <li>Dynastic cycles</li> <li>Mandate of Heaven</li> <li>Factors leading to growth</li> <li>Golden Age</li> <li>Contributions (engineering, tools, writing, silk, bronzes, government systems, paper)</li> <li>Role of migrating nomadic and pastoralist groups from Central Asia</li> <li>Expansion and interaction (external and internal)</li> <li>The beginning of global trade</li> <li>Causes of decline</li> </ul> <p><b>Greek Civilization (ca. 800 – ca. 100 B.C.E.) 9.3a, 9.3b, 9.3c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (mountainous topography, Mediterranean Sea, irregular coastline)</li> <li>Location and relative size</li> <li>The rise of city-states (Athens/Sparta)</li> <li>Golden Age</li> </ul> <ul style="list-style-type: none"> <li>Contributions (art, poetry, politics, drama, literature, education, architecture, philosophy, science, sports)</li> <li>Defeats of Persian Empire</li> <li>Peloponnesian War</li> <li>Slavery</li> <li>Mediterranean colonies</li> <li>Growth of democracy in Athens versus the Spartan political system</li> <li>Alexander the Great and Hellenistic culture</li> <li>Causes of decline</li> </ul> <p><b>Roman Republic and Roman Empire (ca. 500 B.C.E. – 476 C.E.) 9.3a, 9.3b, 9.3c, 9.3d</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (Mediterranean Sea, Roman system of roads)</li> <li>Location and relative size</li> <li>Factors leading to growth: engineering, empire building, trade</li> <li>Expansion and interaction (external and internal)</li> <li>Golden Age</li> <li>Contributions (law, architecture, infrastructure, literature)</li> <li>Role of migrating nomadic groups from Central Asia</li> <li>Pax Romana</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Chinese influence on Korea and Japan</li> <li>Cultural flowering</li> <li>Growth of commerce and trade</li> <li>Cultural diffusion and syncretism</li> </ul> <p><b>Early Japanese History and Feudalism (ca. 600 B.C.E. – 1590 C.E.)</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (archipelago)</li> <li>Early traditions (Shintoism)</li> <li>Ties with China and Korea</li> <li>Social hierarchy and stratification</li> <li>Comparison to European feudalism</li> <li>The influence of Chinese culture (Buddhism, writing, poetry, art)</li> <li>Adoption, adaptation and syncretism in Japanese society including Zen Buddhism</li> </ul> <p><b>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, trans regional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards 2, 3, 4)</b></p> <p><b>The Great Bantu Migration (ca. 500 B.C.E. – ca. 1500 C.E.)</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (linguistic expansion)</li> <li>Theories and patterns</li> <li>Cultural diffusion (spread of language, creation of hybrid cultures)</li> <li>Causes of migration</li> <li>Effects on other areas of Africa</li> </ul> <p><b>Growth of Global Trade Networks 9.4a, 9.4b, 9.5c</b></p> <ul style="list-style-type: none"> <li>Transregional trade routes linking China, Korea, and Japan, and linking Africa and Eurasia, maritime and overland trade <ul style="list-style-type: none"> <li>Indian Ocean network</li> <li>Persian Gulf network</li> <li>Mediterranean Sea network</li> <li>Silk Roads</li> <li>Trans-Saharan routes</li> <li>Phoenician trade routes</li> <li>Trade diasporas</li> </ul> </li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Building on the ideas of China, India and the Islamic world</li> </ul> <p><b>The Enlightenment 9.9e</b></p> <ul style="list-style-type: none"> <li>A response to absolutism</li> <li>Magna Carta (1215)</li> <li>Divine Right of Monarchy (Stuart rule)</li> <li>Puritan Revolution, the English Civil War, Oliver Cromwell</li> <li>English colonization</li> <li>Glorious Revolution/English Civil War</li> <li>Ideals of the Enlightenment - influence of Locke (The Second Treatise on Government), and Hobbes</li> </ul>	<p><b>Contact, Conquest and Colonization in the Atlantic World (1492 – ca. 1750 C.E.) 9.10d</b></p> <ul style="list-style-type: none"> <li>Political, economic, cultural and geographic effect of Spanish colonization on Aztec and Inca Empires</li> <li>Impact on non-Aztec and Inca peoples in the Spanish Empire</li> <li>Social, economic and racial interaction in Spanish colonies (castas)</li> <li>Black Legend</li> <li>Dutch settlement in South Africa</li> <li>French and English colonies in the Caribbean and North America</li> </ul> <p><b>Disruptions in the Eastern Hemisphere Trade Networks 9.10e</b></p> <ul style="list-style-type: none"> <li>Shifts in global trade networks</li> <li>Changes brought about by ship design and the use of gun powder</li> <li>Trading post empires</li> <li>The Dutch in the Indian Ocean</li> <li>The beginning of the “Great Divergence”?</li> <li>Ottomans, the Mughal, late Ming and early Qing</li> </ul>

# 1

## UNIT 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)

SEPTEMBER – MID-OCTOBER

**Essential Question:**  
Why do civilizations  
rise and fall?

- Rise of Christianity
- Causes of decline

### **Maurya Empire (322 – 185 B.C.E.) and Gupta Empire (319 – 540 C.E.) 9.3a, 9.3b, 9.3c, 9.3d**

- Human and physical geography (Indian Ocean, Indus and Ganges Rivers, Himalayas, monsoons)
- Location and relative size
- Contributions (government system, Lions of Ashoka, art, literature, drama, religious freedom, astronomy, math, sculpture, architecture)
- Hinduism and Buddhism
- Ashoka, adoption of Buddhism
- Organizational structure
- Unification and military success
- Causes of decline (weak leadership, environmental factors, external conflict or nomadic invasion, competition from smaller kingdoms, economic factors)

### **Civilizations in Mesoamerica including Maya (ca. 900 B.C.E. – 900 C.E.) 9.3a, 9.3b, 9.3c, 9.3d**

- Human and physical geography (modification of environment, tropical forests, caves, Chichen Itza)
- Location and relative size
- Early civilizations in the Americas
- Maya palaces, ceremonial spaces, stepped pyramids
- Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy)
- Contributions (mathematics (zero), astronomy (calendar), science, arts (stela), architecture, agriculture, glyphs)
- Economic necessities
- Religion
- Possible causes of decline

# 2

## UNIT 2: Expanding Interregional Networks: Exchange and Encounter (ca. 500 – ca. 1500 C.E.)

MID-OCTOBER – MID-DECEMBER

**Essential Question:**  
What is meant by globalization? What defines a global age?

### **New Technology Improves Interregional Travel 9.4b**

#### *Technology of trade*

- Evolution of technology and learning from East Asia to Western Europe via the Middle East

### **Global Trade and Interactions 9.4c**

- Regional trade
- Interregional travelers (traders, missionaries, and nomads)
- Major trading centers (Nanjing, Calicut, Mogadishu, Venice)
- Trans Afro-Eurasian web of commerce
- Cross cultural exchange and cultural diffusion
- Religious diffusion
- Commodities, resources and luxury items
- Slave systems
- Key Individuals (Ibn Battuta, Marco Polo, Zheng He)

### **Emergence and Expansion of Political States 9.4d, 9.5a**

- Mediterranean Sea complex: Byzantine Empire and Rise of the Ottoman Empire
- Human and physical geography (Bosporus Strait, the Balkans, Black Sea, Red Sea)
- Cross-cultural contact and exchange
- Mehmed II and the Ottoman army
- Warfare and expansion
- Fall of Constantinople (1453)

#### *African civilizations (Ghana, Mali, Axum, Songhai) and Trans-Saharan routes (ca. 100 – ca. 1600 C.E.)*

- Human and physical geography (oasis and caravan trade, horses and camels, natural resources, influence of disease)
- Organizational structure
- Christianity in Africa
- Roles in global trade routes
- Spread and impact of Islam (Mansa Musa)
- Timbuktu and African trade routes

### **9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and demographic impacts. (Standards 2, 3, 4)**

#### **Trans-regional Divisions 9.6a**

- Islam (Sunni and Shia), its worldview and cultural influence
- Sufism
- The Great Schism between Roman Catholic Christianity and Orthodox Christianity
- Delhi Sultanate
- Sikhism, Amritsar, Golden Temple

#### *Crusades*

- Causes
- Effects on Byzantine Empire, The Holy Land and Europe
- Key individuals (Urban II, Saladin, and Richard the Lion-Hearted)
- Sack of Jerusalem and Constantinople

### **The Bubonic Plague (ca. 1331- ca. 1350s) 9.6b**

- Spread of the Black Death
- The roles of trade and empire
- Global epidemiology
- Social and economic effects

# 10 Grade Ten: Global History and Geography

<b>1</b> <b>UNIT 1:</b> <b>The World in 1750 C.E.</b>	<b>2</b> <b>UNIT 2:</b> <b>An Age of Revolution and Empire (1750 – 1914 C.E.)</b>	<b>3</b> <b>UNIT 3:</b> <b>Unresolved Global Conflict (1914 – 1991 C.E.)</b>	<b>4</b> <b>UNIT 4:</b> <b>Decolonization and Nationalism</b>	<b>5</b> <b>UNIT 5:</b> <b>Tensions Between Traditional Cultures and Modernization</b>	<b>6</b> <b>UNIT 6:</b> <b>Globalization and the Changing Environment</b>
<b>SEPTEMBER</b>	<b>OCTOBER – NOVEMBER</b>	<b>DECEMBER – JANUARY</b>	<b>FEBRUARY – MARCH</b>	<b>APRIL</b>	<b>MAY – JUNE</b>
<b>Essential Question:</b> <b>How were global kingdoms and empires built? What conditions favor empire building?</b>	<b>Essential Question:</b> <b>How are turning points in world history defined?</b>	<b>Essential Question:</b> <b>How do unresolved conflicts affect future events?</b>	<b>Essential Question:</b> <b>Was the collapse of European imperialism inevitable?</b>	<b>Essential Question:</b> <b>What is the price of modernization?</b>	<b>Essential Question:</b> <b>Is globalization a force for progress and prosperity?</b>
<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What global forces affected change in Europe ca. 1750?</li> <li>2. What role did commercial activity play in developing the Ottoman Empire and Mughal Empire?</li> <li>3. How does the centralization of the Tokugawa Shogunate in Japan compare to the efforts of the Bourbon Dynasty in France?</li> <li>4. Why was silver a global commodity?</li> <li>5. How did the large African kingdoms approach trade, territory and people?</li> <li>6. How did the relationship between African kingdoms and European merchants change over time?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. How did the concepts of natural law, social contract, consent of the governed, and the rights of citizens influence historical events following the Enlightenment?</li> <li>2. What are some examples of resistance to colonization in the Americas? Were they effective?</li> <li>3. How did nationalism differ from previous political ideas?</li> <li>4. How did new technologies lead to the mass production of goods?</li> <li>5. How did revolution and industrialization lead to competing political and economic ideologies?</li> <li>6. How did the various groups and individuals create and challenge the systems of imperialism?</li> <li>7. What were the long-term effects of global imperialism?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. How were WWI and WWII examples of total war?</li> <li>2. Would Karl Marx have supported the Russian Revolution and Soviet state?</li> <li>3. How did WWI lead to WWII?</li> <li>4. How did geo-politics and natural resources allocation influence the relations between nations and regions following WWII?</li> <li>5. How did the Cold War begin? Which countries were involved in the Cold War? How was the Cold War fought?</li> <li>6. How did the events of WWII shape the creation of the United Nations, World Court and Universal Declaration of Human Rights?</li> <li>7. What causes genocide and ethnic cleansing and what should other nations do to stop it?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What methods did Gandhi and other Indian Nationalists employ to challenge the British Empire?</li> <li>2. How were the methods of the Indian Liberation movement similar and different from the methods of the Vietnamese nationalists?</li> <li>3. Are the conflicts in the Middle East religious, political or economic?</li> <li>4. How did economic decisions by colonial powers influence post-colonial economies in Africa?</li> <li>5. What is meant by the term “a new China” and did Mao and other Communist leaders succeed in creating it?</li> <li>6. How has Latin America’s proximity to the United States shaped the economics and politics of the region? How have Latin Americans fought to create autonomy free from U.S. intervention?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. Why is the world becoming increasingly urbanized?</li> <li>2. How has modernization created tension and conflict regarding social norms, gender roles and institutions?</li> <li>3. Can modernity and traditionalism co-exist?</li> <li>4. Has modernization and development improved the status of women and children?</li> <li>5. Does a technologically interconnected world decrease the likelihood of conflict?</li> <li>6. Has modern technology increased people’s sense of security?</li> <li>7. Can a cell phone launch a revolution? How has technology shaped and influenced world events such as the Arab Spring?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to live in a global world? How is this world different from the world of 50 years ago? 500?</li> <li>2. Can the gap between rich and poor nations be resolved? Why or why not?</li> <li>3. Are we living in the Anthropocene Epoch? When did this epoch begin?</li> <li>4. How are the problems of deforestation, desertification, global warming, and the extirpation of entire species of animals and plants examples of global interdependence?</li> <li>5. What role should the U.N. play?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>

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<p><b>10.1 THE WORLD in 1750:</b> The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards 2, 3, 5)</p> <p><b>Eurasian States and Empires ca. 1750 10.1a</b> (including brief review of major historical forces that shaped the world in 1750)</p> <ul style="list-style-type: none"> <li>Map of world in 1750 (highlighting major empires)</li> <li>The Renaissance and Scientific Revolution</li> <li>Absolutist states</li> <li>Characteristics of the Bourbon Dynasty</li> <li>The Encounter, European colonialism, and the growth of transoceanic trade routes</li> <li>Atlantic World, Indian Ocean Trade, Acapulco to China silver trade</li> <li>The Great Divergence</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>10.2 ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</b> The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards 2, 3, 5)</p> <p><b>The Enlightenment in Europe (1689-ca. 1796 C.E.) 10.2a, 10.2b</b></p> <ul style="list-style-type: none"> <li>The writings of Locke, Voltaire, Rousseau, Montesquieu, Wollstonecraft, and Wilberforce</li> <li>The concepts of natural law (social contract, consent of the governed, the rights of citizens)</li> <li>Abolitionism</li> <li>The impact of the Enlightenment on nationalism and democracy</li> <li>The influence of Enlightenment ideals on issues of gender and abolition</li> <li>The Enlightened Despots (Maria Theresa, Catherine the Great, and Fredrick the Great)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945):</b> World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards 2, 3, 4, 5)</p> <p><b>World War I (1914 – 1918 C.E.) 10.5a, 10.5b</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (pre and post-war political maps, diagrams of trenches and trench maps)</li> <li>Causes of war</li> <li>Effects of war</li> <li>Effects of technological advances on warfare</li> <li>Armenian Genocide (1915)</li> <li>Collapse of Ottoman Empire</li> <li>The war as reflected in literature, art, and propaganda</li> </ul> <p><b>Revolution and Change in Russia (ca. 1905 – 1939 C.E.) 10.5d</b></p> <ul style="list-style-type: none"> <li>Czar Nicholas II</li> <li>The Revolution of 1905</li> <li>March Revolution and provisional government</li> <li>Bolshevik Revolution</li> <li>Modernization of a feudal society</li> <li>Education, healthcare</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>10.7 DECOLONIZATION AND NATIONALISM (1900–2000):</b> Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose. (Standards 2, 3, 4, 5)</p> <p><b>India and Indochina— Independence (1931 – 1975 C.E.) 10.7a</b></p> <ul style="list-style-type: none"> <li>Collapse of European imperialism</li> <li>Muslim/Hindu conflicts</li> <li>Status of the caste system</li> <li>Roles of Mohandas Gandhi and Jawaharlal Nehru</li> <li>Nonviolent movement/ civil disobedience</li> <li>Amritsar massacre, Salt March</li> <li>Nonalignment</li> <li>Kashmir and Punjab</li> <li>Partitioning of India/ creation of Pakistan (role of Muslim League)</li> <li>French colonialism in Indochina</li> <li>Ho Chi Minh vs. Wilson on self-determination</li> <li>Vietnam War (1954-1975)</li> <li>United States involvement</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION:</b> Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context. (Standards 2, 3, 4, 5)</p> <p><b>Tensions Between Traditional Cultures and Modernization 10.8a</b></p> <ul style="list-style-type: none"> <li>Shift from traditional rural, agrarian condition to a secular, urban, industrial condition</li> <li>Multiple perspectives on change</li> <li>Attempts to balance modernization and tradition</li> <li>Population pressures and poverty</li> <li>Status of women and children</li> <li>Ethnic/religious tensions</li> <li>Global migration and urbanization</li> </ul> <p><b>Urbanization and industrialization</b></p> <ul style="list-style-type: none"> <li>Changing and modifying the roles of social institutions</li> <li>Africa (Zimbabwe, Kenya, Nigeria, Sierra Leone)</li> <li>Latin America (Brazil, Argentina, Chile, Mexico)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990 – PRESENT):</b> Technological changes have resulted in a more interconnected world affecting economic and political relations in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment. (Standards 2, 3, 4, 5)</p> <p><b>Globalization and an Increasingly Interconnected World 10.9a</b></p> <ul style="list-style-type: none"> <li>Scientific and technological advances</li> <li>Satellite technology</li> <li>Information age/Computer Revolution/ Internet – Arab Spring and Tahir Square</li> <li>Shifts in business and the global marketplace</li> <li>Space exploration</li> <li>Literacy and education</li> <li>Epidemics</li> <li>Medical breakthroughs</li> <li>Improved standard of living and life expectancy</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><b>Interactions with Outsiders 10.1b Eurasian States and Empire ca. 1750</b></p> <p><i>Ottoman Empire (ca. 1571 – ca. 1750 C.E.)</i></p> <ul style="list-style-type: none"> <li>Human and physical geography (importance of Istanbul, extent of the empire)</li> <li>Location and relative size compared to the Safavid Empire and Mughal Empire</li> <li>Religious and ethnic tolerance (secularism)</li> <li>Trade (increased competition from Americas and neighboring empires)</li> <li>Role of the Janissary and use of gunpowder</li> <li>Islam as a unifying force within the Empire, tolerance for People of the Book</li> <li>Declining power</li> </ul> <p><i>Mughal Empire (1526 – ca. 1750 C.E.)</i></p> <ul style="list-style-type: none"> <li>Human and physical geography (Himalayas, Indian Ocean, monsoons, Indian Ocean trade, British Empire)</li> <li>Location and relative size compared to the Safavid Empire and Ottoman Empire</li> <li>Religious and ethnic tolerance (Muslim control of Hindu majority, persecution of Sikhs)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Political Revolutions 10.2c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography of revolutions (Atlantic world, maps, natural resources and monoculture, role of seamen, slaves and colonists, transfer of ideas and connection to trade)</li> <li>French Revolution (1799 – 1815 C.E.)</li> <li>Influence of the American Revolution</li> <li>Influence of Enlightenment thinking</li> <li>Causes</li> <li>Effect of class distinctions and economic roles in France prior to the Revolution</li> <li>Key individuals (Maximilien de Robespierre, Louis XVI and Olympe de Gouges)</li> <li>Leadership of women</li> <li>Influence on France and other nations</li> <li>Response of European powers</li> <li>Rise to power of Napoleon</li> </ul> <p><i>Independence movements in Latin America (1792 –1830 C.E.)</i></p> <ul style="list-style-type: none"> <li>Resistance, rebellion and revolution in the Caribbean and Latin America</li> <li>Slavery in the Atlantic World</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Lenin’s rule in Russia</li> <li>Stalin and the rise of a modern totalitarian state</li> <li>Development of ideology and nationalism under Lenin and Stalin</li> <li>Russification of ethnic republics</li> <li>Forced famine in Ukraine</li> <li>Reign of Terror</li> </ul> <p><b>Interwar Period (1919 – 1939 C.E.) 10.5c, 10.5d</b></p> <ul style="list-style-type: none"> <li>Treaty of Versailles and the League of Nations</li> <li>Modernization and westernization of a secular Turkey (Atatürk)</li> <li>Women’s suffrage movement</li> <li>Great Depression</li> <li>Influence of the Great Depression on the rise of totalitarian dictators</li> <li>Weimar Republic and the rise of fascism</li> <li>Spanish Civil War (1936 – 1939)</li> <li>Japanese militarism and imperialism (Manchuria, 1931 and Second Sino-Japanese War, 1937 – 1945)</li> <li>Policy of appeasement (Munich Pact)</li> <li>Arab nationalism and Zionism</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Guerilla warfare</li> <li>War of liberation</li> <li>Southeast Asia (Vietnam/Ho Chi Minh, Cambodia/Pol Pot/Khmer Rouge, Aung San Suu Kyi— Myanmar)</li> <li>Vietnamization</li> <li>Fall of Saigon</li> </ul> <p><b>African Independence Movements (1884 – 1994 C.E.) 10.7b</b></p> <ul style="list-style-type: none"> <li>Changing political boundaries in Africa (Nigeria, Ghana, and Kenya)</li> <li>Pan Africanism</li> <li>Roles of Jomo Kenyatta and Kwame Nkrumah</li> <li>Economic links to former colonial powers</li> <li>Ethnic tensions vs. nationalism (Nigeria and civil war)</li> <li>Apartheid</li> <li>Freedom Charter (1954)</li> <li>Economics: mines, labor</li> <li>Townships, Passbooks, Bantustans</li> <li>South African Constitution (1996), election (1994), Truth and Reconciliation Commission</li> <li>Political and economic instability</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Asia (China, India, Indonesia, South Korea)</li> </ul> <p><b>Modernization and Traditional Culture 10.8b</b></p> <ul style="list-style-type: none"> <li>Changes in technology (communication and transportation)</li> <li>Interactions between people and those in authority</li> <li>Efforts to affect change in government policy, engage people in the political process</li> <li>Use of social media, control access to information</li> <li>Terrorism</li> </ul>	<p><b>Globalization: a Contentious Concept 10.9b</b></p> <ul style="list-style-type: none"> <li>Identifying supporting arguments and criticisms of globalization</li> <li>Free market export-oriented economies vs. localized sustainable activities</li> <li>Development of a mixed economy in China and its role in the global economy</li> <li>Multinational corporations and cartels: Organization of Petroleum Exporting Countries</li> <li>Roles of World Trade Organization, World Bank, International Monetary Fund and microfinance institutions</li> <li>Economic growth and economic downturns (recession, depression on a national and a global scale)</li> <li>Economic development and inequality</li> <li>Migration and labor</li> <li>Ethnic diversity vs. homogenization</li> </ul> <p><b>The Environment and Sustainability 10.9c</b></p> <ul style="list-style-type: none"> <li>Exponential world population growth</li> <li>Uneven distribution of world population, birth rates, roles of women</li> <li>Pollution (air, water, toxic waste) in Europe</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<ul style="list-style-type: none"> <li>Decline in power after Akbar the Great</li> <li>Cotton and textile trade with Europeans</li> </ul> <p><i>Tokugawa Shogunate (1603 – ca. 1750 C.E.)</i></p> <ul style="list-style-type: none"> <li>Human and physical geography (archipelago and mountainous topography, Pacific Ocean, Sea of Japan)</li> <li>Location and relative size compared to China and Korea</li> <li>Centralization of government at Edo/Tokyo</li> <li>Shift from feudal structure, control of daimyo, development of bureaucracy</li> <li>Use of gunpowder</li> <li>View of outsiders, shift from acceptance toward persecution of Christians and Jesuits</li> <li>Increased isolation</li> </ul> <p><b>Qing Dynasty (1644 – ca. 1750 C.E.)</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (expansion of Great Wall)</li> <li>Location and relative size compared to contemporary world empires</li> <li>Overseas trade (silver, tea, porcelain, textiles)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Influence of the French Revolution on these movements, Atlantic World as a conduit for the spread of the ideals of liberty</li> <li>Class and/or racial subjugation as a precursor to revolution</li> <li>Economic relations with the metropole (France and Spain)</li> <li>Simon Bolivar, Toussaint L'Ouverture, José de San Martín</li> <li>Gran Colombia</li> <li>Haitian Constitution (1801, 1804 and 1805)</li> <li>Relationship to the United States of America, before and after the Revolution</li> </ul> <p><b>The Reaction Against Revolutionary Ideas 10.2c</b></p> <ul style="list-style-type: none"> <li>Balance of power politics and the Congress of Vienna, Klemens von Metternich</li> <li>Revolutions of 1848</li> <li>Russian absolutism: reforms and expansion</li> <li>Expansion of Russia into Siberia</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>World War II (Causes and Impact) 10.5a, 10.5b, 10.5c, 10.5d, 10.5e</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (pre and post-war political maps)</li> <li>The Nazi and Japanese states</li> <li>Key individuals (Hitler, Mussolini, Stalin, Churchill, Roosevelt, Tojo)</li> <li>Atrocities and genocide (The Holocaust – Jews, Poles, Roma, homosexuals, Ukrainian Holodomor)</li> <li>Resistance</li> <li>Japan's role (Nanjing, Bataan, Pearl Harbor)</li> <li>Effects of technological advances on warfare</li> </ul> <p><b>Connection Between World War I and World War II 10.5a, 10.5b, 10.5c, 10.5d, 10.5e</b></p> <ul style="list-style-type: none"> <li>Use of total war</li> <li>Comparisons and contrasts of the long- and short-term causes and effects for World War I and World War II</li> <li>Comparisons and contrasts of the technologies utilized in both World War I and World War II</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Conflicts and Change in Middle East 10.7c, 10.8b</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (natural resources, Aswan Dam, remapping after the fall of the Ottoman Empire, Suez Canal)</li> <li>Overthrow of the Egyptian monarchy (1952), Gamal Nasser</li> <li>Role of religious beliefs and secularism</li> <li>Creation of State of Israel, Arab Palestinians, and Israel's Arab neighbors</li> <li>Roles of individuals and organizations (Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin and Palestine Liberation Organization)</li> <li>Arab-Israeli wars</li> <li>Persian Gulf War (Saddam Hussein)</li> <li>Islamic fundamentalism</li> <li>The Iranian Revolution (Ayatollah Khomeini vs. Shah) compared to Turkey under the rule of Kemal Atatürk</li> </ul> <p><b>Chinese Communist Revolution (1936 – 1997 C.E.) 10.7d</b></p> <ul style="list-style-type: none"> <li>Chinese Civil War and creation of Peoples Republic of China and Taiwan</li> <li>Communist rise to power (1936 – 1949), Long March, Jiang Jieshi (Chiang Kai-shek), Mao Zedong</li> </ul> <p style="text-align: right;"><i>cont.</i></p>		<ul style="list-style-type: none"> <li>Ecological threat from pesticides and toxic substances</li> <li>Rachel Carson on pollution and development of modern environmentalism</li> <li>Deforestation (Amazon Basin)</li> <li>Desertification (Sahel)</li> <li>Nuclear safety (Chernobyl)</li> <li>Endangered species (Africa, South America, Australia)</li> <li>Green Revolution</li> <li>GMO vs. indigenous crops (Mexico, France, South Africa)</li> <li>Uranium mining (South Africa, United States, Niger)</li> <li>Access to potable water</li> <li>Global warming and climate change</li> <li>International response to climate change (Kyoto)</li> </ul> <p><b>International Possibilities and Conflict 10.9d</b></p> <ul style="list-style-type: none"> <li>Economic Interdependence</li> <li>World hunger</li> <li>North/South dichotomy (issues of development and post-colonialism)</li> <li>Threats to global security</li> <li>Efforts to address conflicts and issues (UN, NATO, EU, NGOs)</li> </ul>

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<ul style="list-style-type: none"> <li>Neo-Confucianism and the influence of Confucian ideals, including subjugation of women</li> <li>Decline in power</li> </ul> <p><i>Coastal African Kingdoms: Ashanti, Benin, Dahomey (ca. 1440 – ca. 1750 C.E.)</i></p> <ul style="list-style-type: none"> <li>Human and physical geography (Gold Coast, currents, proximity to North and South America)</li> <li>Location and relative size compared to one another and neighboring peoples</li> <li>Different approaches to trade and interactions with Europeans</li> <li>Ashanti (gold, maize, slave trade)</li> <li>Benin (pepper, textiles, ivory, slave trade)</li> <li>Dahomey (western guns for slaves trade)</li> <li>Technological and artistic achievements</li> <li>Changing relationship over time with Europeans including view of slave trade</li> </ul>	<p><b>Latin America: The Failure of Democracy and the Search for Stability 10.2b, 10.2c</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (political maps of revolutions and connections to mother countries)</li> <li>Roles of social classes</li> <li>Roles of the Church and military</li> <li>Role of cash crop economies in a global market</li> <li>The Mexican Revolution</li> </ul> <p><b>Cultural Identity and Nationalism 10.2d</b> <i>Global nationalism (1815 – 1919 C.E.)</i></p> <ul style="list-style-type: none"> <li>Human and physical geography (Italian city-states, political borders, linguistic maps)</li> <li>Role in political revolutions</li> <li>Force for unity and self-determination <ul style="list-style-type: none"> <li>Unification of Italy, Germany (Camillo Cavour, Garibaldi, Otto von Bismarck)</li> <li>Asian and Middle Eastern nationalism</li> </ul> </li> <li>Dissolution of the Ottoman and Austrian Empires</li> <li>Zionism</li> <li>Force leading to conflicts <ul style="list-style-type: none"> <li>Balkans before World War I</li> <li>Decline of Ottoman Empire</li> </ul> </li> </ul> <p><b>10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard 2, 3, 4)</b></p> <p><b>Economic and Social Revolutions 10.3a</b></p> <ul style="list-style-type: none"> <li>Human and physical geography (resource extraction, trade demands of island nations)</li> <li>Agrarian Revolution</li> </ul> <p><b>The British Industrial Revolution (1770-ca. 1870s C.E.) 10.3b, 10.3c</b></p> <ul style="list-style-type: none"> <li>Causes</li> <li>Capitalism/market economy</li> <li>Factory system</li> <li>Innovations in energy, technology, communication, transportation</li> <li>Shift from mercantilism to laissez-faire economics (Adam Smith, <i>The Wealth of Nations</i>)</li> <li>Changes in social classes</li> </ul> <p>Changing roles of men, women, and children</p> <ul style="list-style-type: none"> <li>Urbanization (Manchester, London, growth of slums)</li> </ul> <p><b>Responses to Industrialization 10.3c, 10.3d</b></p> <ul style="list-style-type: none"> <li>Influence of reform movements</li> <li>Utopian reform (Robert Owen)</li> <li>Legislative reform, Sadler Report</li> <li>Role of unions</li> <li>Labor unrest</li> <li>Karl Marx and Friedrich Engels and communism, The Communist Manifesto</li> <li>Parliamentary reforms, expansion of suffrage</li> <li>Writers (Dickens and Zola)</li> <li>Global migrations during 19th Century</li> <li>Writings of Thomas Malthus (Essay on the Principles of Population)</li> <li>Irish potato famine (1845 – 1850)</li> <li>Relationship of industrialization to British agricultural revolution</li> <li>Growth of Irish nationalism</li> <li>Compulsory education laws</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards 2, 3, 4, 5)</b></p> <p><b>Cold War Balance of Power (1945-1991 C.E.) 10.6a</b></p> <ul style="list-style-type: none"> <li>Human and physical geography of the world in 1945 (North Atlantic Treaty Organization (NATO)/Warsaw Pact, Iron Curtain)</li> <li>Origins of tensions at end of WWII (Yalta and Potsdam)</li> <li>Emergence of the superpowers and the ideological differences between the United States and the Soviet Union</li> <li>Political climate of the Cold War (Marshall Plan, Truman Doctrine, Berlin airlift/blockade, and a divided Germany)</li> <li>United States occupation of Germany and Japan</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Communism under Mao Zedong</li> <li>Communism under Deng Xiaoping</li> <li>Fifth modernization: Democracy (Tiananmen Square, April/May 1989)</li> <li>Return of Hong Kong (July 1, 1997)</li> <li>Social system</li> </ul> <p><i>Political and economic change in Latin America (1930-1999 C.E.)</i></p> <ul style="list-style-type: none"> <li>Physical setting</li> <li>Argentina (Eva Peron, Mothers of the Plaza De Mayo)</li> <li>Fidel Castro’s Cuban Revolution (causes and effects, U.S. embargo)</li> <li>Dominican Republic under Rafael Trujillo</li> <li>Nicaragua’s Sandinistas and U.S. backed Contras</li> <li>Guatemala’s indigenous rights campaign</li> <li>Colombian Civil War (militia and FARC)</li> <li>Mexico (fall of PRI, gang violence, government corruption)</li> <li>Changing role of Roman Catholic Church in Latin America</li> <li>Latin American immigration to the United States</li> <li>Return of the Panama Canal</li> </ul>

# 2

## UNIT 2: An Age of Revolution and Empire (1750 – 1914 C.E.)

OCTOBER – NOVEMBER

**Essential Question:**  
How are turning points in world history defined?

**10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards 2, 3, 4)**

**Imperialism (ca. 1757 – 1914 C.E.) 10.4a, 10.4b, 10.4c**

*British in India*

- British East India Company
- Role of tea and opium
- British exploitation of ethnic conflict
- Resistance (Sepoy Mutiny)
- Role of Indigenous and British women in a range of social classes

**Resisting and Adapting to Colonial Rule 10.4a, 10.4b, 10.4c**

*British, French, Belgians, and Germans in Africa*

- The Congress of Berlin (Berlin Conference)
- Direct and indirect rule in Africa (Congo and South Africa)
- African resistance (Zulu Empire, Ethiopia, Southern Egypt/Sudan)

- Boer War
  - Cecil Rhodes
  - 19th-century anti-slave trade legislation/ abolitionism
- International Conflicts 10.4a, 10.4b, 10.4c**

*European spheres of influence in China*

- Opium Wars (1839 – 1842 and 1858 – 1860) and the Treaty of Nanjing
- Resistance (role of Empress Dowager CiXi, Taiping Rebellion (1850 – 1864), Boxer Rebellion (1898 – 1901))
- Roles of women
- Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910 – 1911)

*Multiple perspectives toward imperialism*

- Perspective of missionaries, indigenous people, women, merchants, government officials
- Immediate and long-term changes made under European rule
- Long-term effects in Europe and the rest of the world

*Changes in political maps*

- Disregard for traditional cultures and commerce
- Changes and continuities of ethnic groups and regions from ca. 1800 – ca. 1914

**Japan and the Meiji Restoration (1868-1912) 10.4a, 10.4b**

- Human and physical geography
- Reaction to threat of Western imperialism
- The opening of Japan/ Commodore Matthew Perry
- Impact upon Japan of Treaty of Kanagawa
- Modernization, industrialization, westernization
- Japan as an imperialist power
- First Sino-Japanese War (1894-1895)
- Russo-Japanese War (1904-1905)
- Annexation of Korea
- Dependence on world market

# 3

## UNIT 3: Unresolved Global Conflict (1914 – 1991 C.E.)

DECEMBER – JANUARY

**Essential Question:**  
How do unresolved conflicts affect future events?

**Cold War Confrontations and Attempts at Peace 10.6b**

- Policy of containment and efforts to expand communism
- Nuclear weapons proliferation, rise of the military-industrial complex and space race
- Hungarian Revolt (1956)
- Soviet invasion of Czechoslovakia (1968)
- Surrogate superpower rivalries (Egypt, Congo, Angola, Chile, Iran, Iraq, Korea, Vietnam, Guatemala)
- Military technology of the cold war
- Role of nonaligned nations (Egypt and India)

**Economic Issues in the Cold War and Post-Cold War Era 10.6a, 10.6b**

- Market vs. command economies
- Economic recovery in Europe and Japan
- Organization of Petroleum Exporting Countries (OPEC) and oil crisis of the 1970s
- Pacific Rim economies and economic crisis
- North America Free Trade Agreement

**Collapse of Communism and the Breakup of the Soviet Union 10.6c**

- Human and physical geography (changing political boundaries)
- Background events, 1970 to 1987
- Poland's Solidarity and Lech Walesa
- Influence of political reforms of glasnost and economic reforms of perestroika (Mikhail Gorbachev)
- Fall of Berlin Wall and reunification of Germany
- Velvet Revolution
- Ethnic conflict in former satellite states
- Challenges faced by post-communist Russia (Boris Yeltsin)

**10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens by which historical occurrences of oppression can be evaluated. (Standards 2, 5)**

**Human Rights Violations and the Efforts to Protect Threatened Groups 10.10a, 10.10b**

- United Nations Universal Declaration of Human Rights (1948)

- Influences on creation of the Universal Declaration of Human Rights (Holocaust, Nuremberg Trials, Tokyo Trials)
- Roles of the United Nations
- International and multinational efforts to protect human rights, maintain peace, stability, and economic prosperity

**Case Studies of Human Rights Violations 10.10c**

- Universal Declaration of Human Rights principles and articles
- Roles of perpetrator and bystanders
- Use of ideology and role of ethnic and/or religious conflict
- Atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic
- Cambodia, Rwanda, Darfur, Democratic Republic of Congo, Sudan, Syria
- Policy of apartheid in South Africa and the growth of the anti-apartheid movements
- Nelson Mandela's role in anti-apartheid movements
- Mother Teresa, Aung San Sui Kyi, the Mothers of the Plaza de Mayo, Malala Yousafzai (educational rights for women) Rigoberta Menchu (indigenous rights)

# 11 Grade Eleven: United States History and Government

<b>1</b> <b>UNIT 1:</b> <b>Forming a Union:</b> <b>Colonial and</b> <b>Constitutional</b> <b>Foundations</b> <b>(1607 – ca. 1800)</b>	<b>2</b> <b>UNIT 2:</b> <b>Expansion,</b> <b>Nationalism, and</b> <b>Sectionalism</b> <b>(1800 – 1865)</b>	<b>3</b> <b>UNIT 3:</b> <b>Post-Civil</b> <b>War America</b> <b>Industrialization,</b> <b>Urbanization and</b> <b>the Progressive Movement</b> <b>(1865 – ca. 1900)</b>	<b>4</b> <b>UNIT 4:</b> <b>Prosperity</b> <b>and Depression:</b> <b>At Home</b> <b>and Abroad</b> <b>(ca. 1890 – 1941)</b>	<b>5</b> <b>UNIT 5:</b> <b>World War II</b> <b>and the Cold War</b> <b>(1935 – 1990)</b>	<b>6</b> <b>UNIT 6:</b> <b>Social and</b> <b>Economic Change:</b> <b>Domestic Issues</b> <b>(1945 – present)</b>	<b>7</b> <b>UNIT 7:</b> <b>The United States</b> <b>and Globalization</b> <b>(1990 – present)</b>
<b>SEPTEMBER – OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER – JANUARY</b>	<b>FEBRUARY – MID-MARCH</b>	<b>MID-MARCH – APRIL</b>	<b>MAY</b>	<b>JUNE</b>
<b>Essential Question:</b> <b>What are American</b> <b>foundations for liberty</b> <b>and freedom?</b>	<b>Essential Question:</b> <b>Was the Civil War inevitable?</b>	<b>Essential Question:</b> <b>How was America’s</b> <b>response to the challenges</b> <b>of growth &amp; progress aligned</b> <b>to its ideals of democracy?</b>	<b>Essential Question:</b> <b>How does a nation balance</b> <b>its own needs and interests</b> <b>with that of other nations?</b>	<b>Essential Question:</b> <b>To what extent have</b> <b>America’s responses to</b> <b>foreign policy challenges</b> <b>been successful?</b>	<b>Essential Question:</b> <b>Is there one America</b> <b>or many?</b>	<b>Essential Question:</b> <b>Is the United States moving</b> <b>toward or away from its</b> <b>foundational ideals?</b>
<b>Inquiries</b> <ol style="list-style-type: none"> <li>How did Native Americans of the Atlantic coast resist European settlement?</li> <li>How did the geographic location of colonial cities influence their development?</li> <li>What demographic forces contributed to the emergence of slavery?</li> <li>What factors led English men and women to move to the 13 colonies? What factors led the Irish to move (or be deported) to the 13 colonies? What factors led the Dutch to immigrate to Colonial NY, NJ, and DE?</li> <li>Was the Declaration of Independence a revolutionary document?</li> <li>What role did compromise play in creating the U.S. Constitution?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>Would the Civil War have occurred without the invention of the Cotton Gin? Why or Why not?</li> <li>Why did legislative compromises dealing with slavery and expansion fail to avoid a constitutional crisis?</li> <li>Was the treatment of Native Americans by the U.S. government inconsistent with fundamental American values?</li> <li>In what ways was the United States becoming a nation of two economic systems during 1800-1861?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>How did Reconstruction affect the lives of all southerners?</li> <li>Should Reconstruction be considered a success or failure?</li> <li>Did Westward Expansion nurture or restrict democracy? For Native Americans? For slaves? For the environment?</li> <li>How did the Industrial Revolution transform American society?</li> <li>What were the greatest challenges that immigrants faced in the United States?</li> <li>What political, social, and economic problems led to the demand for reforms?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>What were the economic, political and social causes of American imperialism?</li> <li>Did the United States become an empire in the years 1890-1940? Why or Why not?</li> <li>How did WWI and WWII benefit the U.S. economy?</li> <li>What important social changes took place in America during and after WWI?</li> <li>Why was the KKK able to become a national organization during the 1920s?</li> <li>Which groups suffered the most from the Stock Market Crash of 1929 and the Great Depression? Why? Did the New Deal alleviate their suffering?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>Are some wars more just than others? How and Why?</li> <li>What was the rationale for wartime internment of Americans? Could another wartime internment occur today? Why or Why not?</li> <li>What factors led to the Cold War? Was it inevitable?</li> <li>Was the threat of global communism genuine? Why or Why not?</li> <li>Following WWII, was the U.S. an effective mediator in the conflicts in the Middle East? Why or Why not?</li> <li>Did President Reagan “win the Cold War”? Why or Why not?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>How did the H-bomb and threat of nuclear annihilation affect American society?</li> <li>How did the Interstate Highway Act transform American society?</li> <li>Why weren’t Jim Crow laws affected after the <i>Brown v. Board of Education</i> decision?</li> <li>Has America lived up to the vision of Dr. Martin Luther King, Jr.?</li> <li>What were the actions and values of the American counterculture and New Left in the 1960s?</li> <li>How do Federal, state and local legislation affect de jure and de facto discrimination?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>What is globalization and why does it matter?</li> <li>How did the strengths and weakness of the U.S. economy shape foreign and domestic policy?</li> <li>How did Clinton’s foreign policy differ from the policies of Reagan/Bush?</li> <li>What led to the invasion of Afghanistan and the 2nd Iraq War? What were the consequences? How does the War on Terror compare to earlier U.S. military operations in Panama, Vietnam, and/or Korea?</li> <li>Are we a nation of haves and have-nots? Why is it so difficult to discuss class in the U.S.?</li> </ol> <p style="text-align: right;"><i>cont.</i></p>

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<b>7.</b> To what extent was the U.S. Constitution an imperfect document? Do the Bill of Rights and other amendments address those imperfections?	<b>5.</b> Should Lincoln be known as the Great Emancipator? <b>6.</b> What were the short term and long term effects of the Civil War?	<b>7.</b> Why did labor organize?	<b>7.</b> Was the New Deal a success?		<b>7.</b> Why is it often difficult for elected leaders to campaign for stronger environmental protection policies?	<b>6.</b> In the early 21st century, has the U.S. lived up to the ideals set forth in the preamble to the U.S. Constitution?
<b>11.1 COLONIAL FOUNDATIONS (1607– 1763):</b> European colonization in North America prompted cultural contact and exchange among diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards 1, 2, 3, 4, 5)  <b>Native American Groups and European Arrival 11.1a</b> <ul style="list-style-type: none"> <li>European (Dutch, English, French, Spanish) contact with Samoset, Algonquian, Haudenosaunee) <i>cont.</i></li> </ul>	<b>11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</b> As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards 1, 3, 4, 5)  <b>American Nationalism, Expansion, and Economic Growth 11.3a</b> <ul style="list-style-type: none"> <li>The Louisiana Purchase</li> <li>Exploring and settling the West</li> <li>Expanding the American frontier <i>cont.</i></li> </ul>	<b>11.4 POST-CIVIL WAR ERA (1865 – 1900):</b> Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards 1, 4, 5)  <b>The Civil War Amendments and the Southern Response 11.4a</b> <ul style="list-style-type: none"> <li>Lincoln’s Plan</li> <li>Johnson’s Plan</li> <li>Congressional Reconstruction <i>cont.</i></li> </ul>	<b>11.6 THE RISE OF AMERICAN POWER (1890 – 1920):</b> Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards 1, 2, 3, 4)  <b>The United States Emerges as a Global Power 11.6a</b> <ul style="list-style-type: none"> <li>From old diplomacy to new (1865-1900) <i>cont.</i></li> </ul>	<b>11.8 WORLD WAR II (1935 – 1945):</b> The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards 1, 2)  <b>The U.S. Returns to War 11.8a</b> <i>U.S. rivalry with Japan (1931-1945)</i> <ul style="list-style-type: none"> <li>Isolation and neutrality</li> <li>Debate over U.S. entrance into war (FDR, Churchill vs. Lindbergh)</li> <li>Anti-intervention (pacifism, America First)</li> <li>Neutrality Acts</li> <li>Spanish Civil War</li> <li>Aggressions of Japan, Germany, Italy <i>cont.</i></li> </ul>	<b>11.10 SOCIAL AND ECONOMIC CHANGE/ DOMESTIC ISSUES (1945 – present):</b> Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards 1, 4, 5)  <i>1950s Age of Consensus and Affluence</i> <ul style="list-style-type: none"> <li>Returning the U.S. to a peacetime economy</li> <li>Interstate Highway Act</li> <li>Suburbanization (Levittowns) <i>cont.</i></li> </ul>	<b>11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present):</b> The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. (Standards 1, 2, 4, 5)  <b>The United States: Political and Economic Status 11.11a</b> <ul style="list-style-type: none"> <li>Energy sources, nuclear power</li> <li>Materials (plastics, light metals)</li> <li>Technology (computers) <i>cont.</i></li> </ul>

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<ul style="list-style-type: none"> <li>European diseases decimate Native Americans</li> <li>Native Americans’ relationships with colonists</li> <li>Trading commodities</li> <li>Forced labor (Post-Bacon’s Rebellion; enslavement in Bermuda following Pequot War)</li> <li>Resistance/warfare (Powhatan rebellions, Pequot War, Mystic Massacre, King Philip’s War, French and Indian War)</li> <li>Native American government</li> </ul> <p><b>Colonial Economic Development, Social Structures, and Labor Systems 11.1b</b></p> <ul style="list-style-type: none"> <li>Geography and the development of the American Colonies</li> <li>Effects of geography on historical/cultural development, Native Americans</li> <li>Influence on colonial settlement and economic systems</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Lewis and Clark, interaction with Blackfeet, Mandan, Nez Perce, Lakota</li> <li>North border set at 49th Parallel, Missouri Compromise, Florida Expansion</li> <li>The Mormon Church (Joseph Smith, Brigham Young)</li> </ul> <p><i>The Virginia Presidential Dynasty: Jefferson, Madison, and Monroe</i></p> <ul style="list-style-type: none"> <li>Embargo Act 1807</li> <li>Failure of Republican diplomacy</li> <li>Factors leading to War of 1812 (British Impressment of Americans, British alliance with Native Americans, British refusal to give up forts, competition over North American fur trade)</li> <li>Monroe Doctrine</li> <li>European reaction and British enforcement</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Civil Rights Act (1866)</li> <li>Freedmen’s Bureau</li> </ul> <p><i>Reconstruction and resistance</i></p> <ul style="list-style-type: none"> <li>13th Amendment</li> <li>14th Amendment</li> <li>15th Amendment</li> <li>Black Codes, vary from state to state</li> <li>Restrictions on voting rights (poll taxes, grandfather clauses, literacy tests)</li> <li>Rise of the Ku Klux Klan</li> <li>Radical Republicans vs. Johnson</li> <li>The North develops as an industrial power</li> </ul> <p><i>The New South</i></p> <ul style="list-style-type: none"> <li>The struggle for political control in the post-war South</li> <li>Carpetbaggers</li> <li>Piedmont communities</li> <li>Agriculture</li> <li>Status of freedmen</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Role of increased American power</li> <li>Communications technology</li> <li>American attitudes toward international role</li> <li>Growth of naval power</li> <li>Commodore Perry and the opening of Japan</li> <li>Naval bases – Samoa and Midway</li> </ul> <p><i>The Spanish-American War (1898)</i></p> <ul style="list-style-type: none"> <li>Causes of the war (humanitarian reasons, economic interests, De Lome Letter, Sinking of the USS Maine)</li> <li>Yellow Journalism</li> <li>Treaty of Paris (1898), Splendid Little War</li> <li>U.S. annexes Guam, Puerto Rico, Philippines, and Cuba</li> </ul> <p><i>U.S. Imperialism/Expansion debate</i></p> <ul style="list-style-type: none"> <li>The Platt Amendment</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>The Munich Conference</li> <li>Start of World War II in Europe</li> <li>Gradual U.S. involvement in WWII</li> <li>Lend-Lease Act</li> <li>The Atlantic Charter, August 1941</li> <li>Japanese invasion of Manchuria</li> <li>Japan joins Axis Alliance</li> <li>Pearl Harbor</li> <li>A day that will live in infamy</li> <li>The human dimensions of WWII</li> <li>Allied strategy and leadership</li> <li>Assistance to Soviet Union</li> <li>FDR’s efforts to maintain Grand Alliance</li> <li>Marshall and MacArthur</li> <li>Battles (Invasion of Sicily and Italy, D-Day invasion, Battle of the Bulge, Pearl Harbor, Bataan, Midway, Guadalcanal, Manila, Iwo Jima, Okinawa, A-bombs, occupation of Japan)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Duck and cover drills, bomb shelters</li> <li>Earl Warren appointment by Eisenhower</li> <li>Prosperity and conservatism</li> <li>Postwar consumerism (homes, autos, and television)</li> <li>New educational opportunities (G.I. Bill)</li> <li>The baby boom and its effects</li> <li>Migration and immigration</li> <li>Puerto Rican diaspora</li> </ul> <p><b>Civil Rights Movement 11.10a</b></p> <ul style="list-style-type: none"> <li>Jackie Robinson</li> <li><i>Brown v. Board of Education of Topeka</i> (1954)</li> <li>Murder of Emmett Till</li> <li>Rosa Parks and the Montgomery bus boycott, role of MLK, Jr.</li> <li>Little Rock</li> <li><i>Browder v. Gayle</i> (1956)</li> <li>Nonviolent tactics</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Corporate structures (multinational corporations)</li> <li>Nature of employment (agriculture to industry to service)</li> <li>Problems (waste disposal, air/water pollution, growing energy usage, depleting resources)</li> <li>Central America and the Caribbean (debt and stability)</li> <li>Sandinistas, Contras</li> <li>Middle East (war and hostages)</li> </ul> <p><i>Persian Gulf crisis</i></p> <ul style="list-style-type: none"> <li>George H.W. Bush</li> <li>Saddam Hussein, Dick Cheney, Colin Powell</li> <li>Kuwait, Saudi Arabia, Iraq, United Nations</li> <li>Technology, media coverage</li> <li>International Coalition</li> <li>Results of the War</li> </ul> <p><i>The Clinton presidency</i></p> <ul style="list-style-type: none"> <li>Government shut down, Newt Gingrich, Republican takeover of Congress in 1994</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<ul style="list-style-type: none"> <li>Major zones/ areas (climate, vegetation, agriculture, natural resources)</li> <li>Geographic factors that shaped the identity of America</li> </ul> <p><i>Slavery in the colonies</i></p> <ul style="list-style-type: none"> <li>Variations in colonial social structures and labor systems</li> <li>Role of slavery in the colonial economic system and social structure</li> <li>Indentured servitude vs. slavery</li> <li>Development of slavery as a racial institution</li> <li>Slave trade, triangular slave trade, internal slave trade</li> <li>Colonial political &amp; economic experiences</li> <li>Contradiction between slavery &amp; emerging ideals of freedom/liberty</li> </ul> <p><i>Immigration to the colonies</i></p> <ul style="list-style-type: none"> <li>Push/pull factors <ul style="list-style-type: none"> <li>Flight from religious persecution</li> </ul> </li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Growing economy</i></p> <ul style="list-style-type: none"> <li>The market revolution, market economy and interstate commerce</li> <li>Rise of Northern industry</li> <li>Rent wars in NYS</li> <li>Samuel Slater, textile industry</li> <li>Eli Whitney, cotton gin</li> <li>Patterns of southern development</li> <li>Oliver Evans, steam engine</li> <li>Samuel Colt, gun manufacturing</li> <li>Developing sectional differences and philosophies of government, states’ rights</li> <li>Middle-class and working-class life in the pre-Civil War North</li> <li>Immigration and nativist reactions (Jews, Irish mass starvation, Germans refugees, Know Nothings)</li> <li>Working conditions (industrial North and slave South)</li> <li>Urbanization</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>The economic, political, social, and educational experiences of formerly enslaved African-Americans</li> <li>Supreme Court interpretations of the 13th and 14th amendments (Civil Rights cases, <i>Plessy v. Ferguson</i>, 1896)</li> </ul> <p><i>End of Reconstruction</i></p> <ul style="list-style-type: none"> <li>Financial Panic of 1873, Depression of the 1870’s</li> <li>Disputed election of 1876, Hayes vs. Tilden</li> <li>End of military occupation in the South</li> <li>Compromise of 1877</li> <li>Restoration of white control in the South (1870s and 1880s)</li> <li>Abridgment of rights of freed African-Americans</li> </ul> <p><b>Women and Equality 11.4b</b></p> <ul style="list-style-type: none"> <li>Seneca Falls Convention (1848)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Acquisition of the Philippines (Great Debate)</li> <li>Imperialism debate</li> <li>Disposition of territories, Filipino War, Hawaii, McKinley Tariff</li> <li>Acquisition of Alaska</li> <li>Annexation of Hawaii</li> <li>Constitutional issues</li> <li>U.S. citizenship for foreign peoples</li> </ul> <p><i>U.S. and China relations</i></p> <ul style="list-style-type: none"> <li>American interests</li> <li>Spheres of influences in China</li> <li>The Open-Door Policy</li> <li>Boxer Rebellion</li> </ul> <p><i>Latin America</i></p> <ul style="list-style-type: none"> <li>Latin American affairs</li> <li>Monroe Doctrine update/ Roosevelt Corollary</li> <li>Caribbean protectorates and Big Stick Diplomacy</li> <li>Panama Canal</li> <li>Acquisition and construction</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Decision to use the atomic bomb against Japan</li> <li>Hiroshima and Nagasaki</li> <li>War crimes trials of Japanese</li> </ul> <p><b>The U.S. in World War II 11.8b</b></p> <p><i>The American home front</i></p> <ul style="list-style-type: none"> <li>Impact on the economy</li> <li>Wartime production of goods</li> <li>Financing the war</li> <li>Rationing</li> <li>Propaganda</li> <li>Mobilization</li> <li>African Americans (Tuskegee Airmen, defense workers, soldiers in segregated units)</li> <li>Native Americans (Code Talkers, Ira Hayes)</li> <li>Japanese-American 442nd Infantry Division</li> <li>Mexican Americans and the war effort</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Civil Rights Act of 1957</li> <li>Affirmative Action</li> <li>James Meredith at the University of Mississippi (1962)</li> <li>Public career of Dr. Martin Luther King, Jr.</li> <li>Assassination of Medgar Evers</li> <li>March on Washington</li> <li>16th Street Baptist Church Bombing</li> <li>Mississippi Civil Rights activists Chaney, Goodman, Schwerner murdered</li> <li>NAACP (National Association for the Advancement of Colored People)</li> <li>SNCC (Student Nonviolent Coordinating Committee)</li> <li>SCLC (Southern Christian Leadership Conference)</li> <li>CORE (Congress of Racial Equality)</li> <li>Freedom Riders</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Health care</li> <li>Education</li> <li>Welfare reform</li> <li>Stability of the Social Security system</li> <li>Gun control</li> <li>Impeachment trial and acquittal, checks and balances, perjury</li> <li>Columbine Massacre</li> </ul> <p><i>Economic issues of the 1990s</i></p> <ul style="list-style-type: none"> <li>Role of technologies</li> <li>Impact of the aging baby boom generation</li> <li>Balanced budget amendment debate</li> <li>Market trends (the bull market of the 1990s, computer boom)</li> </ul> <p><i>Political concerns</i></p> <ul style="list-style-type: none"> <li>Senate Whitewater investigations</li> <li>Campaign finance reform debate</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<ul style="list-style-type: none"> <li>– Aspirations of political freedom</li> <li>– Freedom of speech</li> <li>– Freedom to own land</li> <li>– Economic reasons</li> </ul> <p><b>Political Developments (British Political Traditions, Enlightenment Ideas, and the Colonial Experience) 11.1c</b></p> <ul style="list-style-type: none"> <li>■ Key events (Magna Carta, habeas corpus, English Bill of Rights, Glorious Revolution)</li> <li>■ Enlightenment thought and ideas (Beccaria, Locke, Montesquieu, Rousseau, Voltaire, social contract, natural rights, freedom of religion, separation of powers)</li> <li>■ Colonial charters and self-government</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Transportation and transformation</b></p> <ul style="list-style-type: none"> <li>■ Growth of urban and industrial patterns of life in the North (more railroads and labor needed in the North)</li> <li>■ Transportation revolution (Erie Canal, rise of the Port of New York)</li> <li>■ New York City becomes a trade and manufacturing center</li> <li>■ Movement into the antebellum Southwest, women on plantations, expansion of slavery into the West</li> <li>■ Growth of domestic industries</li> <li>■ Increased demands for free and enslaved labor</li> <li>■ Changing roles of women</li> </ul> <p><b>The birth of the American reform and the Second Great Awakening</b></p> <ul style="list-style-type: none"> <li>■ Religious and secular roots, religious revival</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Exclusion of women from the 14th and 15th amendments</li> <li>■ Struggle for voting and increased property rights</li> <li>■ The suffrage movement (Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, Julia Ward Howe)</li> <li>■ Beginnings of fight for birth control (Margaret Sanger)</li> <li>■ Women’s Peace movement</li> </ul> <p><b>The New American Frontier (1850-1890) 11.4c</b></p> <ul style="list-style-type: none"> <li>■ Economic and technological impacts of the Civil War</li> <li>■ Expanding world markets</li> <li>■ Land west of the Mississippi</li> <li>■ Rolling plains and the Great American Desert</li> <li>■ California Gold Rush, Sutter’s Mill in California</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Panama Canal retrocession treaty (1999)</li> <li>■ Dollar Diplomacy</li> </ul> <p><b>American Neutrality Turns to Involvement in WWI (1914-1918) 11.6b</b></p> <ul style="list-style-type: none"> <li>■ Efforts at neutrality</li> <li>■ Causes of U.S. entry into WWI (unrestricted submarine warfare, sinking of the Lusitania, Black Tom explosion, Zimmerman Telegram)</li> <li>■ U.S. role in WWI</li> <li>■ Key leaders (Herbert Hoover, Douglas MacArthur, Franklin Roosevelt)</li> <li>■ U.S. reaction to Russian Revolution</li> <li>■ War opposition and patriotism – the draft issue</li> <li>■ Espionage Act and Sedition Act</li> <li>■ <i>Schenck v. United States</i> (1919)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Mexican workers (Bracero Program, agricultural jobs, migrated to U.S. to work in defense industries)</li> <li>■ Women (WACs, Rosie the Riveter)</li> <li>■ Discrimination towards minority groups in the military and workforce, Zoot-Suit Riots</li> <li>■ Internment of West Coast Japanese-Americans (Executive Order 9066)</li> <li>■ <i>Korematsu v. United States</i> (1944)</li> </ul> <p><b>The United States’ Role in Preventing Human Suffering in the Future 11.8c</b></p> <ul style="list-style-type: none"> <li>■ Demobilization</li> <li>■ The Nazi Holocaust – United States and world reactions</li> <li>■ The Nuremberg war crimes trials</li> <li>■ International peace efforts</li> <li>■ Formation of the United Nations</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Black Power movement</b></p> <ul style="list-style-type: none"> <li>■ Black Muslims, Elijah Mohammed, Malcolm X</li> <li>■ March Against Fear</li> <li>■ Stokely Carmichael</li> <li>■ Black Panthers</li> <li>■ Civil unrest, Watts riots</li> <li>■ Kerner Commission</li> <li>■ Assassination of Malcolm X</li> <li>■ Assassination of MLK, Jr.</li> </ul> <p><b>Decade of change: the 1960s</b></p> <ul style="list-style-type: none"> <li>■ The election of 1960, JFK vs. Nixon</li> <li>■ JFK’s New Frontier</li> <li>■ Minimum wage</li> <li>■ Increase Social Security benefits</li> <li>■ Peace Corps</li> <li>■ Volunteer work on the home front</li> <li>■ Emergence of Conservative Movement, Barry Goldwater</li> </ul> <p><b>LBJ and the Great Society</b></p> <ul style="list-style-type: none"> <li>■ War on poverty</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Foreign policy issues of the 1990s</b></p> <ul style="list-style-type: none"> <li>■ United States—Middle East relations: Israeli—PLO agreement (Rabin and Arafat)</li> <li>■ Globalization</li> <li>■ North American Free Trade Agreement (NAFTA)</li> <li>■ The General Agreement on Tariffs and Trade (GATT)</li> <li>■ United States trade with China, Japan, and Latin America</li> <li>■ Human Rights violations in China</li> <li>■ The break-up of Yugoslavia</li> <li>■ Intervention in Somalia</li> <li>■ Haiti, Aristede elected President in Haiti’s first democratic election, coup d’etat and exile of Aristede, earthquake</li> <li>■ United States—Russian relations</li> <li>■ United States—European relations</li> <li>■ Vietnam syndrome</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><b>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards 1, 5)</b></p> <p><b>Britain and the Colonies Following the French and Indian War 11.2a</b></p> <ul style="list-style-type: none"> <li>Salutary neglect</li> <li>Mercantilism, limits on trade</li> <li>Rights of British citizens in America</li> <li>The Proclamation of 1763, Stamp Act, Townsend Acts, Boston Massacre, Tea Act, Boston Tea Party, Coercive Acts/Intolerable Acts</li> <li>Colonial reactions to British actions</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Public schools, Horace Mann, Walt Whitman, Charles Reason</li> <li>Care for the physically disabled and the mentally ill, Dorothea Dix</li> <li>Poverty and crime</li> <li>Temperance movement, religious leaders, women</li> <li>Equal rights and justice (expansion of franchise, search for minority rights)</li> <li>Abolition and resistance (Nat Turner’s Rebellion, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe, Albro Lyons, Henry Ward Beecher)</li> <li>Underground Railroad, Harriet Tubman, life under slavery</li> <li>Emergence of women’s rights movement, connections to abolitionist movement</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Developing labor needs (railroads, canals, urban growth such as Chicago and San Francisco)</li> <li>American prosperity on the frontier harms Native Americans in the West</li> <li>Native American resistance</li> <li>The settlement of the West –Homestead Act (1862)</li> <li>Pacific Railway Act</li> <li>The Indian wars (Sand Creek Massacre, Black Hawk War, Great Sioux War of 1876-77, Battle of the Little Bighorn, Wounded Knee Massacre)</li> <li>Indian life (reservations, Dawes Act, Carlisle Indian School, legal status)</li> </ul> <p><b>Factors driving westward expansion</b></p> <ul style="list-style-type: none"> <li>Improved transportation facilitated shipping and migration of population</li> <li>Western migration of immigrants</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Red Scare (1918-1921), Palmer Raids</li> <li>Xenophobia</li> <li>Fear of radicals, loyalty oaths for NY teachers</li> </ul> <p><b>Impact of world war</b></p> <ul style="list-style-type: none"> <li>War’s effect on gender roles</li> <li>Conservation efforts on the home front</li> <li>Liberty Bonds</li> <li>American economy benefits from devastated European nations</li> <li>African-Americans and other minority groups</li> <li>Great Migration</li> <li>Return to normalcy</li> <li>U.S. involvement overseas</li> </ul> <p><b>War and Prosperity: 1917 – 1929 11.6c</b></p> <ul style="list-style-type: none"> <li>Women’s International League for Peace and Freedom</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Universal Declaration of Human Rights</li> </ul> <p><b>Truman’s Fair Deal</b></p> <ul style="list-style-type: none"> <li>Inflation and strikes</li> <li>Servicemen’s Readjustment Act</li> <li>Partisan problems with Congress</li> <li>Minorities face challenges</li> <li>Truman and civil rights</li> <li>Truman vs. Dewey, election of 1948</li> <li>Eleanor Roosevelt’s role</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Volunteers In Service to America (VISTA)</li> <li>Project Head Start</li> <li>Job Corps</li> <li>Medicare, Medicaid</li> <li>National Endowment for the Arts and Humanities</li> <li>Department of Housing and Urban Development (HUD)</li> <li>Upward Bound</li> <li>Economic Opportunity Act of 1964</li> <li>24th Amendment</li> <li>Civil Rights Act</li> <li><i>Heart of Atlanta Motel Inc. v. United States</i> (1964)</li> <li>Immigration Act of 1965</li> <li>The Elementary and Secondary Education Act</li> <li>Voting Rights Act</li> <li>Wilderness Protection Act</li> <li>Fair Housing Act</li> </ul> <p><b>Years of polarization</b></p> <ul style="list-style-type: none"> <li>Political Radicals</li> <li>Anti-War Activists (Anti-War art, music, and theater)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>George W. Bush presidency</b></p> <ul style="list-style-type: none"> <li>The U.S. in the 21st Century</li> <li>Neo-conservatism</li> <li>The 2000 Election – <i>Bush v. Gore</i> (2000)</li> <li>No Child Left Behind (2001)</li> <li>Energy Policy Act (2005)</li> <li>Hurricane Katrina (2005)</li> <li>President’s Emergency Plan for AIDS relief</li> </ul> <p><b>The War on Terror 11.11b</b></p> <ul style="list-style-type: none"> <li>9/11 attack, Osama Bin Laden, Al Qaeda</li> <li>Authorization of the War on Terror</li> <li>Invasion of Afghanistan</li> <li>USA PATRIOT Act</li> <li>Iraqi War</li> <li>Guantanamo Bay</li> <li>American public reacts to terrorism, Americans of Middle East descent</li> <li>George W. Bush’s decline in popularity</li> <li>No Child Left Behind</li> <li>Hurricane Katrina</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><b>The Declaration of Independence 11.2b</b></p> <ul style="list-style-type: none"> <li>■ Purpose of the Declaration of Independence</li> <li>■ Grievances against the King</li> <li>■ Absence of African Americans, women, and Native Americans</li> <li>■ Long term impact</li> <li>■ Slavery</li> <li>■ African-Americans’ role and growth of free black population</li> <li>■ Impact on foreign nations</li> </ul> <p><i>Revolution in America, 1775-1783</i></p> <ul style="list-style-type: none"> <li>■ Revolutionary beliefs (republican principles, natural rights)</li> <li>■ Revolutionary figures/rebels (Benjamin Franklin, George Washington, John Adams, Abigail Adams, Samuel Adams, Patrick Henry, Thomas Paine, Thomas Jefferson, Betsy Ross, Molly Pitcher, Martha Washington)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Role of Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, Susan B. Anthony</li> </ul> <p><i>Jacksonian era</i></p> <ul style="list-style-type: none"> <li>■ Political democratization</li> <li>■ The rise of mass politics (John Quincy Adams, Andrew Jackson, Henry Clay, Election of 1824)</li> <li>■ Reduction in land requirements to vote</li> <li>■ The spoils system</li> <li>■ Nullification crisis (1832)</li> <li>■ <i>Worcester v. Georgia</i> (1832)</li> <li>■ The Bank War</li> </ul> <p><i>Broken treaties and Indian removal</i></p> <ul style="list-style-type: none"> <li>■ Native American cultural survival strategies</li> <li>■ Denial of Native American treaty and land ownership rights</li> <li>■ Jackson and Native Americans</li> <li>■ Seminole Wars</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Potential for investment (development of key urban centers)</li> <li>■ Pressures of advancing white settlement (differing views of land use and ownership)</li> <li>■ Treaties and legal status</li> </ul> <p><b>Hostility Towards Immigrants 11.4d</b></p> <ul style="list-style-type: none"> <li>■ Treaty of Guadalupe Hidalgo</li> <li>■ Treatment of Mexicans and Mexican Americans in the Southwest</li> <li>■ Role of Chinese immigrants in national economy (railroads, working conditions, treatment)</li> <li>■ Nativist opposition to continued immigration (Yellow Peril, West Coast restrictions, Chinese Exclusion Act of 1882, stereotyping of and prejudice against Mexicans and Chinese)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ War aims (Wilson’s 14 Points, Freedom of the Seas, arms reduction, self-determination, giving up colonies)</li> <li>■ Treaty of Versailles</li> <li>■ Woodrow Wilson</li> <li>■ League of Nations</li> <li>■ Henry Cabot Lodge</li> <li>■ Washington Naval Disarmament Conference</li> <li>■ Reparations and war debts</li> <li>■ Kellogg-Briand Pact</li> <li>■ Establishment of World Court</li> <li>■ Post-WWI recession</li> <li>■ Teapot Dome</li> <li>■ Coolidge prosperity</li> <li>■ Problems on the farm</li> <li>■ Speculative boom</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. (Standards 1, 2, 3)</b></p> <p><b>Ideological Differences Between the United States and the Soviet Union 11.9a</b></p> <p><i>Expansion and containment: Europe</i></p> <ul style="list-style-type: none"> <li>■ Summits: Yalta (April 1945), Potsdam (August 1945)</li> <li>■ The Iron Curtain, Winston Churchill</li> <li>■ Postwar uses for U.S. power</li> <li>■ The Truman Doctrine</li> <li>■ The Marshall Plan</li> <li>■ Berlin blockade and Berlin airlift</li> <li>■ Formation of NATO alliance</li> <li>■ Russian response, Warsaw Pact</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Counter-culture</li> <li>■ The New Left (SDS, Weather Underground, Yippie draft protesters)</li> <li>■ Kent State and Jackson State shootings</li> <li>■ Woodstock</li> </ul> <p><i>1968: A year of turmoil</i></p> <ul style="list-style-type: none"> <li>■ President Johnson’s decision not to seek reelection</li> <li>■ Assassinations of Dr. Martin Luther King, Jr. (April 1968) and Robert Kennedy (June 1968)</li> <li>■ The Democratic Convention</li> <li>■ Impact of the Vietnam War on society</li> <li>■ Election of 1968, Hawks vs. Doves</li> </ul> <p><i>The Nixon years</i></p> <ul style="list-style-type: none"> <li>■ Peace with honor, Nixon’s Secret Plan to end war in Vietnam</li> <li>■ The Moon Landing</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Financial crisis emerges</i></p> <ul style="list-style-type: none"> <li>■ Causes of the financial panic of 2008</li> <li>■ Federal government’s response to the Great Recession</li> </ul> <p><i>The 2008 election - Barack Obama</i></p> <ul style="list-style-type: none"> <li>■ Campaign financing, Citizens United</li> <li>■ Super PACs, lobbying</li> <li>■ Wall Street collapse</li> <li>■ Government bailout</li> <li>■ Mortgage crisis</li> <li>■ Economic recession</li> <li>■ Occupy Wall Street</li> <li>■ Obama re-election</li> <li>■ Obamacare</li> <li>■ Foreign policy</li> <li>■ Domestic policy</li> <li>■ NASA loses funding</li> <li>■ Race to the Top</li> <li>■ Newtown Shooting, Second Amendment debate</li> <li>■ Partisanship in politics deepens</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<ul style="list-style-type: none"> <li>■ Loyalists vs. Tories</li> <li>■ Revolutionary war battles (Lexington and Concord, Battle of Bunker Hill, Battle of Brooklyn, Battle of Saratoga, Battle of Trenton, Battle of Yorktown)</li> <li>■ First Continental Congress</li> <li>■ Response to Intolerable Acts, boycott British goods</li> <li>■ Second Continental Congress</li> <li>■ Unpaid veterans, Shay’s Rebellion</li> <li>■ Women struggle to maintain soldier’s home and family</li> <li>■ Native Americans form alliances with both sides</li> <li>■ Native American land seized at war’s end</li> <li>■ Treaty of Paris (1783)</li> <li>■ Evacuation Day, NYC</li> </ul> <p><b>The Constitutional Convention (1787-1788) 11.2c</b></p> <ul style="list-style-type: none"> <li>■ Strengths and weaknesses of The Articles of Confederation</li> <li>■ Framers of the Constitution</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ The Indian Removal Act</li> <li>■ Trail(s) of Tears</li> </ul> <p><b>Manifest Destiny</b></p> <ul style="list-style-type: none"> <li>■ John L. O’Sullivan</li> <li>■ Divine Providence and expansion from Atlantic to Pacific</li> <li>■ President Polk’s administration</li> <li>■ Expansions into Oregon Territory, “54°40’ or fight”</li> <li>■ Mexican War</li> <li>■ Dissent (Abraham Lincoln, Spot Resolutions, Thoreau, Ulysses S. Grant)</li> <li>■ Mexican Cession, Gadsden Purchase and fulfillment of Manifest Destiny</li> </ul> <p><b>Sectionalism: The Constitution in Jeopardy 11.3b</b></p> <ul style="list-style-type: none"> <li>■ United States society divided</li> <li>■ The great constitutional debates – states’ rights vs. federal supremacy (nullification)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Impact on African-Americans and other established minorities</li> <li>■ Literacy testing</li> <li>■ Nativist reactions, stereotyping and prejudice <ul style="list-style-type: none"> <li>– Urban poverty, worked for low wages</li> <li>– Faced harassment over religious beliefs</li> </ul> </li> </ul> <p><b>11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards 1, 3, 4, 5)</b></p> <p><b>New Technologies Transform the United States 11.5a</b></p> <ul style="list-style-type: none"> <li>■ Business response to change</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>11.7 PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period the nation faced significant domestic challenges including the Great Depression. (Standards 1, 4)</b></p> <p><b>The 1920s and Cultural Changes 11.7a</b></p> <ul style="list-style-type: none"> <li>■ Mass consumption</li> <li>■ The automobile</li> <li>■ Installment buying (consumer durable goods, appliances)</li> <li>■ Real estate boom and suburban development</li> <li>■ Improvement of roads</li> <li>■ Entertainment (radio, motion pictures, advertising, and cultural homogenization)</li> <li>■ Impact of WWI on American culture</li> <li>■ Increased leisure time for people</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Containment in Asia, Africa, and Latin America</b></p> <ul style="list-style-type: none"> <li>■ The United States and Japan</li> <li>■ Japanese Instrument of Surrender</li> <li>■ Reconstruction of Japan</li> <li>■ The United States and China</li> <li>■ Rise to power of Mao Zedong and the People’s Republic of China</li> <li>■ Chiang Kai-shek to Taiwan</li> <li>■ U.S.S.R. tests atomic bomb</li> </ul> <p><b>Korean War</b></p> <ul style="list-style-type: none"> <li>■ The Yalu River</li> <li>■ United Nations efforts</li> <li>■ Use of napalm, new technology</li> <li>■ Stalemate and truce</li> <li>■ Point Four program</li> </ul> <p><b>The Cold War at home</b></p> <ul style="list-style-type: none"> <li>■ Truman and government loyalty checks</li> <li>■ The Smith Act and the House Un-American</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Pentagon Papers, <i>New York Times v. United States</i> (1971)</li> <li>■ Vietnamization Plan</li> <li>■ The War Powers Act</li> <li>■ Resignation of Spiro T. Agnew</li> <li>■ Watergate affair and its constitutional implications</li> <li>■ <i>United States v. Nixon</i> (1974)</li> <li>■ The impeachment process and resignation of Richard Nixon</li> </ul> <p><b>Individuals, Diverse Groups, and Organizations That Have Changed America 11.10b</b></p> <ul style="list-style-type: none"> <li>■ Ralph Nader, <i>Unsafe at Any Speed</i></li> <li>■ National Organization for Women (NOW)</li> <li>■ Shifting roles and images of women</li> <li>■ Equal Rights Amendment</li> <li>■ Title IX</li> <li>■ <i>Roe v. Wade</i> (1973)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Uprisings in Egypt, Iran</li> <li>■ Government shutdown</li> <li>■ Benghazi</li> <li>■ Veterans scandal</li> <li>■ Immigration debate deepens</li> <li>■ National debt</li> <li>■ Problems in Syria, Iraq</li> </ul> <p><b>Globalization and Advances in Technology 11.11c</b></p> <ul style="list-style-type: none"> <li>■ Globalization’s impact on the U.S. economy</li> <li>■ Multinational corporations and their influence</li> <li>■ Economic relationship between the U.S. and China</li> <li>■ Arab Spring, technology impacts revolutions</li> </ul>

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<ul style="list-style-type: none"> <li>■ Plans of government (Virginia Plan, New Jersey Plan, Connecticut Plan)</li> <li>■ Election of the President</li> <li>■ Great Compromise</li> <li>■ Protection from abuses of power (popular sovereignty, limited government)</li> <li>■ Power separated and balanced</li> <li>■ Slavery and the Constitution               <ul style="list-style-type: none"> <li>– 3/5th Compromise</li> <li>– Commerce Compromise (abolition of slave importation in 1808)</li> <li>– Fugitive Slave Law</li> <li>– Reasons for omitting slavery from the Constitution</li> </ul> </li> </ul> <p><i>Debate over the ratification of the Constitution</i></p> <ul style="list-style-type: none"> <li>■ Federalists (Alexander Hamilton, George Washington, John Adams, John Marshall)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)</li> <li>■ “Do Nothing” Presidents-Fillmore, Pierce, Buchanan</li> <li>■ Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre</li> <li>■ Disintegration of the Whig Party and rise of the Republican Party</li> <li>■ <i>Dred Scott v. Sanford</i> (1857)</li> <li>■ Lincoln-Douglas Debates</li> <li>■ John Brown’s Raid</li> <li>■ Abraham Lincoln (Election of 1860, secession, compromise plans)</li> </ul> <p><b>The American Civil War (1861-1865) 11.3c</b></p> <ul style="list-style-type: none"> <li>■ Strengths of the Union and the Confederacy</li> <li>■ Lincoln’s First Inaugural Address</li> <li>■ Attack on Fort Sumter <i>cont.</i></li> </ul>	<ul style="list-style-type: none"> <li>■ The rise of monopolies</li> <li>■ Incorporation</li> <li>■ Vertical integration, horizontal consolidation</li> <li>■ Expanding national and international markets</li> <li>■ Transportation (railroads and automobiles, urban transportation)</li> <li>■ Building materials (steel)</li> <li>■ Energy sources (coal, oil, electricity)</li> <li>■ Communications (telegraph, telephone)</li> <li>■ Merchandising changes, department stores, mail order catalogs, Sears &amp; Roebuck, Macys, Gimbels</li> <li>■ Alexander Graham Bell, telephone</li> <li>■ Thomas Edison, motion picture</li> <li>■ Louis Pasteur vaccines</li> <li>■ Nikola Tesla, AC Motor</li> <li>■ George Goodyear, vulcanized rubber, tires</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ The literary scene (The Lost Generation, Sinclair Lewis, Ernest Hemingway, Edith Wharton, Willa Cather, F. Scott Fitzgerald)</li> </ul> <p><i>Women in the 1920s</i></p> <ul style="list-style-type: none"> <li>■ Shifting cultural values</li> <li>■ Women’s changing roles</li> <li>■ Involvement in the political process (19th amendment)</li> <li>■ Women in the workforce</li> <li>■ Women of the Temperance Movement, Women Christian Temperance Movement (Annie Whittenmyer, Frances Willard)</li> </ul> <p><i>Prohibition</i></p> <ul style="list-style-type: none"> <li>■ 18th Amendment and the Volstead Act</li> <li>■ Stimulus to crime, bootlegging, Al Capone</li> <li>■ Public attitudes, lack of enforcement</li> <li>■ Repeal (21st amendment)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Activities Committee (<i>Watkins v. United States</i>, 1957)</li> <li>■ HUAC, Investigative Committee of the House of Representatives</li> <li>■ The Alger Hiss case (1950)</li> <li>■ The Rosenberg trial (1950)</li> <li>■ Loyalty and dissent (Robert Oppenheimer)</li> <li>■ Blacklisting, Pete Seeger, Paul Robeson</li> <li>■ McCarthyism</li> <li>■ Edward R. Murrow, Margaret Chase Smith</li> </ul> <p><i>Politics</i></p> <ul style="list-style-type: none"> <li>■ Loss of China</li> <li>■ Stalemate in Korea</li> <li>■ Truman’s falling popularity</li> <li>■ Cuban Revolution, Bay of Pigs, U.S. Embargo</li> </ul> <p><i>Eisenhower’s foreign policies</i></p> <ul style="list-style-type: none"> <li>■ The end of the Korean War</li> <li>■ John Foster Dulles</li> <li>■ The domino theory</li> <li>■ Massive retaliation <i>cont.</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Equality in the workplace</li> <li>■ Increased focus on domestic abuse</li> <li>■ Brown power movement</li> <li>■ Organizing farm labor (Cesar Chavez), United Farm Workers</li> <li>■ Cuban and Haitian immigration</li> <li>■ Increasing Hispanic presence in American politics</li> <li>■ Young Lords</li> </ul> <p><i>Demands for equality</i></p> <ul style="list-style-type: none"> <li>■ American Indian Movement (AIM) and protests</li> <li>■ Russell Means, native identity, land claims</li> <li>■ Occupation of Alcatraz</li> <li>■ The long march</li> <li>■ Self-determination for American-Indians</li> <li>■ Siege at Wounded Knee, 1973</li> <li>■ Gay Rights and the LGBT movement (Stonewall rebellion) <i>cont.</i></li> </ul>	

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<ul style="list-style-type: none"> <li>■ Anti-Federalists (Democratic-Republicans - Thomas Jefferson, Patrick Henry, Sam Adams, George Mason)</li> <li>■ The Federalist Papers and Anti-Federalist Papers <ul style="list-style-type: none"> <li>– Strong centralized government vs. states’ rights</li> <li>– National Bank</li> <li>– Wealthy class vs. working class</li> <li>– Use of force during Whiskey Rebellion</li> </ul> </li> <li>■ Economic pressures as a tool of diplomacy</li> <li>■ Hamilton’s economic plan, The National Bank</li> <li>■ Development of political parties</li> <li>■ Federalists vs. Democratic-Republicans <ul style="list-style-type: none"> <li>– Philosophies of Hamilton and Jefferson</li> <li>– Suppressing dissent (Whiskey Rebellion, Alien and Sedition Acts)</li> </ul> </li> </ul> <p style="text-align: right; font-size: small;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Military strategy (Union and Confederacy)</li> <li>■ Major battles (First Battle of Bull Run, Antietam, Shiloh, Gettysburg, Vicksburg, Fall of Atlanta, Sherman’s March)</li> <li>■ Human toll, death toll and casualties due to combat and disease</li> <li>■ Home front <ul style="list-style-type: none"> <li>– Expansion of executive and federal power</li> <li>– Suspension of habeas corpus</li> <li>– Women of the Civil War (Clara Barton, Lucretia Mott, Rose O’Neal Greenhow, Mary Chestnut)</li> <li>– Government policy (wartime finances, creating a national currency, Transcontinental Railroad, Homestead Act)</li> </ul> </li> <li>■ Emancipation Proclamation (military strategy and moral reasons)</li> </ul> <p style="text-align: right; font-size: small;"><i>cont.</i></p>	<p><i>Urban growth and industrialization</i></p> <ul style="list-style-type: none"> <li>■ Living conditions</li> <li>■ Attractions (jobs, education, culture, public education system)</li> <li>■ Problems (slums, increased crime, inadequate water and sanitation services)</li> <li>■ Innovation (skyscrapers, escalators, elevators, tenements)</li> <li>■ Factories and people, immigrant patterns of settlement</li> <li>■ Working conditions, wages</li> <li>■ The Great Migration</li> <li>■ Women, families, and work</li> <li>■ Social Darwinism, increased class division</li> <li>■ Traditional roles, Victorian ideal and reality</li> <li>■ Emerging family patterns (two wage earners, broken homes)</li> <li>■ Problems of child labor, elderly, disabled, and African-American women</li> </ul> <p style="text-align: right; font-size: small;"><i>cont.</i></p>	<p><i>Intolerance of the 1920s</i></p> <ul style="list-style-type: none"> <li>■ Science, education, and religion (Scopes Trial)</li> <li>■ Nativism</li> <li>■ Sacco and Vanzetti Trial</li> <li>■ Restrictions on immigration – closing the golden door</li> <li>■ Chinese Exclusion Act (1882)</li> <li>■ Gentlemen’s Agreement</li> <li>■ Emergency Quota Act</li> <li>■ Reed-Johnson Immigration Act, literacy tests</li> <li>■ Immigration Act of 1924</li> <li>■ The reemergence of the KKK, Nativists, Fundamentalists, Anti-Catholics, Anti-Jewish Anti-Communists, Anti-African Americans</li> </ul> <p><b>African American Struggles and Thriving Culture 11.7b</b></p> <ul style="list-style-type: none"> <li>■ The Great Migration</li> <li>■ Lack of education opportunities and jobs, lynching, Jim Crow laws</li> </ul> <p style="text-align: right; font-size: small;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ The H-bomb</li> <li>■ Los Alamos</li> <li>■ Summits and U-2s</li> <li>■ Establishment of SEATO</li> <li>■ Controversy (Aswan Dam, Suez Canal, overthrow of Mohammad Mosaddegh)</li> <li>■ Polish and Hungarian Uprisings</li> <li>■ Eisenhower Doctrine</li> <li>■ Sputnik and space race</li> </ul> <p><b>Nuclear Arms Race 11.9b</b></p> <ul style="list-style-type: none"> <li>■ Nuclear arms</li> <li>■ Space race, NASA</li> <li>■ Vienna Summit/Berlin Wall</li> <li>■ Cuban Missile Crisis</li> <li>■ Launching the race to the moon</li> <li>■ Nuclear Test Ban Treaty (1963 and 1967)</li> </ul> <p><i>Vietnam: turmoil at home and abroad (1965–1972)</i></p> <ul style="list-style-type: none"> <li>■ The French-Indochinese War</li> <li>■ Kennedy, foreign policy and Cold War crises, Laos and Vietnam</li> </ul> <p style="text-align: right; font-size: small;"><i>cont.</i></p>	<p><b>The Supreme Court and the Warren Court Era (1953 – 1969)</b></p> <ul style="list-style-type: none"> <li>■ <i>Mapp v. Ohio</i> (1961)</li> <li>■ <i>Baker v. Carr</i> (1962)</li> <li>■ <i>Gideon v. Wainwright</i> (1963)</li> <li>■ <i>Miranda v. Arizona</i> (1966)</li> <li>■ <i>Escebedo v. Illinois</i> (1964)</li> <li>■ <i>Terry v. Ohio</i> (1968)</li> </ul> <p><i>The Supreme Court and the schools</i></p> <ul style="list-style-type: none"> <li>■ <i>Engel v. Vitale</i> (1962)</li> <li>■ <i>Tinker v. Des Moines School District</i> (1969)</li> <li>■ <i>Bethel v. Fraser</i> (1985)</li> <li>■ <i>New Jersey v. TLO</i> (1985)</li> <li>■ <i>Vernonia School District v. Acton</i> (1995)</li> <li>■ <i>Morse v. Frederick</i> (2007)</li> </ul> <p><i>Movement for rights of disabled citizens</i></p> <ul style="list-style-type: none"> <li>■ Historic attitudes about disabled persons</li> <li>■ Special Olympics</li> <li>■ Litigation and legislation</li> </ul> <p style="text-align: right; font-size: small;"><i>cont.</i></p>

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<ul style="list-style-type: none"> <li>■ The Bill of Rights               <ul style="list-style-type: none"> <li>– Protections provided and to whom they initially applied</li> <li>– Reasoning behind the creation</li> </ul> </li> </ul> <p><b>The United States Constitution (1788) 11.2d</b></p> <ul style="list-style-type: none"> <li>■ Three branches (Congress, President, Judicial)</li> <li>■ Separation of powers</li> <li>■ Creation of a system of checks and balances</li> <li>■ Limits of Federalism – balance between nation and state</li> <li>■ Civil liberties</li> <li>■ Criminal procedures</li> <li>■ Constitutional change and flexibility (Elastic Clause, Necessary and Proper Clause)</li> <li>■ Washington’s administration, domestic politics</li> <li>■ Development of unwritten constitutional government under Washington, Adams, Jefferson <span style="float: right;"><i>cont.</i></span></li> </ul>	<ul style="list-style-type: none"> <li>■ Gettysburg Address</li> <li>■ African-American participation in the war (Massachusetts 54th, Battle of Fort Wagner, Fort Pillow Massacre)</li> <li>■ NY City Draft Riots</li> <li>■ General Lee surrenders to General Grant at Appomattox, April 9, 1865</li> <li>■ Reasons why the North prevailed</li> </ul>	<ul style="list-style-type: none"> <li>■ Art and literature (Horatio Alger, penny dailies)</li> </ul> <p><i>Captains of industry or robber barons</i></p> <ul style="list-style-type: none"> <li>– John D. Rockefeller, Andrew Carnegie, Henry Ford, Cornelius Vanderbilt</li> <li>– Work ethic (Cotton Mather to Horatio Alger)</li> <li>– Conflict between the public good and private gain (use of resources)</li> <li>– Philanthropy (Carnegie, Rockefeller)</li> <li>– The Gilded Age</li> </ul> <p><i>New business and government practices</i></p> <ul style="list-style-type: none"> <li>■ Laissez-faire and government support for business</li> <li>■ Interpretation of 14th amendment by Supreme Court (railroad pooling, rate inequalities, <i>Wabash, St. Louis and Pacific Railway v. Illinois</i> (1886), railroad regulation, state and national ICC) <span style="float: right;"><i>cont.</i></span></li> </ul>	<ul style="list-style-type: none"> <li>■ Race riots, 1919</li> <li>■ <i>The Chicago Defender</i> (1919 – 1922)</li> <li>■ Emergence of jazz and blues music</li> <li>■ The Harlem Renaissance (Cotton Club, Savoy Ballroom, Apollo Theatre)</li> <li>■ Key cultural figures (Duke Ellington, Langston Hughes, Bessie Smith, Louis Armstrong, Countee Cullen, Zora Neal Hurston, Billie Holiday, Bessie Smith, Ella Fitzgerald, Josephine Baker, Lena Horne)</li> <li>■ Black Nationalism, Black Separatists, Pan African Movement</li> <li>■ Marcus Garvey (Black Moses, Black Star Line)</li> </ul> <p><b>Economic Prosperity to Economic Depression 11.7c</b></p> <ul style="list-style-type: none"> <li>■ The Republican Presidents of the 1920’s: Harding, Coolidge, Hoover</li> <li>■ Laissez-fare capitalism <span style="float: right;"><i>cont.</i></span></li> </ul>	<ul style="list-style-type: none"> <li>■ U.S. and the spread of communism</li> <li>■ Civil war in South Vietnam</li> <li>■ Ho Chi Minh, Viet Cong</li> <li>■ Gulf of Tonkin Incident, Gulf of Tonkin Resolution</li> <li>■ LBJ and the Americanization of the war</li> <li>■ Fear of losing Vietnam</li> <li>■ Escalation and U.S. assumptions, Tet Offensive</li> </ul> <p><i>Nixon’s internationalism</i></p> <ul style="list-style-type: none"> <li>■ Henry Kissinger and realpolitik</li> <li>■ Military coup in Chile</li> <li>■ Expansion of Vietnam War into Cambodia</li> <li>■ Withdrawal from Vietnam and Cambodia, peace talks and signing of Paris Peace Accords.</li> <li>■ Nixon Doctrine</li> <li>■ Détente</li> <li>■ Opening to China</li> <li>■ Opening Door to Russia <span style="float: right;"><i>cont.</i></span></li> </ul>	<ul style="list-style-type: none"> <li>■ Education of the Handicapped Act</li> <li>■ Education for All Handicapped Children Act</li> <li>■ Rehabilitation Act of 1973, Section 504</li> <li>■ Americans with Disabilities Act</li> <li>■ Activism by disabled veterans</li> <li>■ Deinstitutionalization, mainstreaming</li> </ul> <p><i>1968 election</i></p> <ul style="list-style-type: none"> <li>■ George Wallace, pro-segregation policies, split from Southern Democrats in 1968 election</li> <li>■ Nixon and Silent Majority</li> </ul> <p><i>Domestic policies and problems</i></p> <ul style="list-style-type: none"> <li>■ Ford and Rockefeller</li> <li>■ Pardon for Nixon</li> <li>■ Carter and amnesty for draft evaders</li> <li>■ Decline in popularity for Ford <span style="float: right;"><i>cont.</i></span></li> </ul>

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<b>Essential Question:</b> <b>What are American</b> <b>foundations for liberty</b> <b>and freedom?</b>		<b>Essential Question:</b> <b>How was America’s</b> <b>response to the challenges</b> <b>of growth &amp; progress aligned</b> <b>to its ideals of democracy?</b>	<b>Essential Question:</b> <b>How does a nation balance</b> <b>its own needs and interests</b> <b>with that of other nations?</b>	<b>Essential Question:</b> <b>To what extent have</b> <b>America’s responses to</b> <b>foreign policy challenges</b> <b>been successful?</b>	<b>Essential Question:</b> <b>Is there one America</b> <b>or many?</b>	
<ul style="list-style-type: none"> <li>■ Executive Cabinet</li> <li>■ Washington’s advice to avoid political parties</li> <li>■ Neutrality, Election of 1800</li> <li>■ Thomas Jefferson’s election               <ul style="list-style-type: none"> <li>– Tradition of peaceful transfer of power</li> <li>– Presidential election of 2000</li> </ul> </li> </ul> <p><i>The Marshall Court (1801 – 1835)</i></p> <ul style="list-style-type: none"> <li>■ John Marshall, Federalist, strengthening of the Federal government and the Judicial Branch</li> <li>■ <i>Marbury v. Madison</i> (1803)</li> <li>■ <i>McCulloch v. Maryland</i> (1819)</li> <li>■ <i>Gibbons v. Ogden</i> (1824)</li> </ul>		<ul style="list-style-type: none"> <li>■ Mergers and trusts – <i>United States v. E.C. Knight</i> (1895)</li> <li>■ Strengthening railroad regulation and consumer protection (Commerce Act, Sherman Antitrust Act)</li> <li>■ Trust-busting (<i>Northern Securities Co. v. United States</i> (1904), Standard Oil)</li> </ul> <p><b>Rapid Industrialization and Urbanization Leads to New Reforms 11.5b</b></p> <ul style="list-style-type: none"> <li>■ New sources of labor/immigrants (eastern/southern Europe and Asia)</li> <li>■ Demographic trends 1840 – 1920 (Irish, Italian, Russian, Jewish, Polish immigration)</li> <li>■ Push factors leading to immigration (political unrest, famine, unemployment, war, religious persecution)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Onset of the Great Depression</i></p> <ul style="list-style-type: none"> <li>■ Weakness in the economy</li> <li>■ Overproduction/under consumption</li> <li>■ The Dust Bowl</li> <li>■ Overexpansion of credit</li> <li>■ The stock market crash, Black Tuesday, Black Thursday</li> <li>■ Worldwide effects</li> <li>■ Interdependent banking systems</li> <li>■ Political repercussions</li> <li>■ Culture (Langston Hughes and John Steinbeck, WPA, Hollywood, comic books and superheroes)</li> </ul> <p><i>Herbert H. Hoover</i></p> <ul style="list-style-type: none"> <li>■ Rugged individualism, trickle-down economics</li> <li>■ Reconstruction Finance Corporation</li> <li>■ Boulder Dam (Hoover Dam), public works jobs</li> <li>■ Unemployment, Bonus Army, General MacArthur, Hoovervilles</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Foreign Policy 11.9c</b></p> <ul style="list-style-type: none"> <li>■ The U.S. and the Middle East during the Cold War</li> <li>■ The U.S. after Vietnam</li> <li>■ Embargo against Cuba</li> <li>■ Fall of South Vietnam</li> <li>■ U.S. support for the State of Israel</li> <li>■ Camp David Accords</li> <li>■ Oil crisis</li> <li>■ Middle East mediation</li> <li>■ The Afghanistan invasion by Russia</li> <li>■ U.S. boycotts Olympics and grain</li> <li>■ SALT II</li> <li>■ Iranian hostage crisis</li> <li>■ Falling popularity of Carter</li> </ul> <p><b>The Cold War Ends 11.9d</b></p> <ul style="list-style-type: none"> <li>■ Reagan Doctrine</li> <li>■ Evil empire speech</li> <li>■ Russian invasion of Afghanistan, U.S. support for Afghanistan</li> <li>■ Iran-Contra (1985 –1986)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Environmental problems</i></p> <ul style="list-style-type: none"> <li>■ Oil crisis, shifting energy priorities</li> <li>■ Environmental Protection Agency</li> <li>■ Environmental concerns, Three Mile Island, toxic waste, acid rain</li> <li>■ Silent Spring</li> <li>■ Clean Air Acts, Clean Water Act, Endangered Species Act, Environmental Protection Agency</li> <li>■ Modifications to Great Society programs</li> </ul> <p><i>New approaches to old and new problems</i></p> <ul style="list-style-type: none"> <li>■ Modifications to the DEA, food stamps, revenue sharing</li> <li>■ Ratification of the 16th Amendment</li> <li>■ Feast and famine</li> <li>■ The problems of poverty in an affluent society</li> <li>■ Immigration Debate, Immigration Act of 1965</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	

<h1>3</h1> <p><b>UNIT 3:</b> Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)</p>	<h1>4</h1> <p><b>UNIT 4:</b> Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)</p>	<h1>5</h1> <p><b>UNIT 5:</b> World War II and the Cold War (1935 – 1990)</p>	<h1>6</h1> <p><b>UNIT 6:</b> Social and Economic Change: Domestic Issues (1945 – present)</p>
DECEMBER – JANUARY	FEBRUARY – MID-MARCH	MID-MARCH – APRIL	MAY
<p><b>Essential Question:</b> How was America’s response to the challenges of growth &amp; progress aligned to its ideals of democracy?</p>	<p><b>Essential Question:</b> How does a nation balance its own needs and interests with that of other nations?</p>	<p><b>Essential Question:</b> To what extent have America’s responses to foreign policy challenges been successful?</p>	<p><b>Essential Question:</b> Is there one America or many?</p>
<ul style="list-style-type: none"> <li>■ Pull factors leading to immigration (labor shortages, industrialization, familial relationships, ideals of liberty/freedoms)</li> <li>■ Urbanization (ghettos)</li> <li>■ Americanization process</li> <li>■ Impact of assimilation on family, religion, education, and politics</li> <li>■ Contributions to American society</li> <li>■ Diversity of the U.S. population</li> <li>■ Cultural pluralism (assimilation, acculturation, melting pot vs. salad bowl)</li> <li>■ Red Scare, Emma Goldman, Sacco and Vanzetti</li> <li>■ Quota Acts (1921 and 1924)</li> </ul> <p><i>Agrarian response</i></p> <ul style="list-style-type: none"> <li>■ The Grange movement as agrarian protest</li> <li>■ Populism (William Jennings Bryan, the election of 1896, grassroots political party)</li> <li>■ Impact of Populist Party on main political parties</li> </ul> <ul style="list-style-type: none"> <li>■ National government response (Interstate Commerce Act)</li> </ul> <p><i>Industrial Labor’s response</i></p> <ul style="list-style-type: none"> <li>■ Efforts at national labor unions (Knights of Labor, American Federation of Labor, American Railway Union, ILGWU, International Workers of the World)</li> <li>■ Bread and butter objectives</li> <li>■ Unions and social issues</li> <li>■ Attitudes toward immigrants, African-Americans, women</li> <li>■ Union leadership (Samuel Gompers, Eugene Debs, Elizabeth Gurley Flynn, Mother Jones)</li> </ul> <p><i>Struggle and conflict</i></p> <ul style="list-style-type: none"> <li>■ Major strikes (Homestead, Pullman, NY Shirtwaist strike, Lawrence, Ludlow Massacre)</li> <li>■ Management’s position</li> <li>■ Weapons, tactics employed in disputes between labor and management</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>The New Deal</i></p> <ul style="list-style-type: none"> <li>■ Relief of human suffering</li> <li>■ <i>Grapes of Wrath</i>, music (Woody Guthrie)</li> <li>■ Bank holiday, Emergency Banking Act</li> <li>■ Federal Emergency Relief Act</li> <li>■ Unemployment (Works Progress Administration, Public Works Administration, Civilian Conservation Corps)</li> </ul> <p><i>Recovery of the U.S. economy</i></p> <ul style="list-style-type: none"> <li>■ National Recovery Administration</li> <li>■ First and second Agricultural Adjustment Act (1933, 1938)</li> <li>■ Glass-Steagall Act, Federal Deposit Insurance Corporation</li> <li>■ Stock market</li> <li>■ Social Security</li> <li>■ Wagner Act (National Labor Relations Board, Labor Standards Act)</li> <li>■ Formation of Congress of Industrial Organization</li> <li>■ Frances Perkins, U.S. Secretary of Labor</li> </ul> <p><i>Controversial aspects</i></p> <ul style="list-style-type: none"> <li>■ Constitutional issues</li> <li>■ <i>Schechter Poultry Corp. v. United States</i> (1935), <i>U.S. v. Butler</i> (1936), <i>Morehead v. New York</i> (1936)</li> <li>■ Roosevelt’s Court packing proposal</li> <li>■ The New Deal and minorities</li> <li>■ Indian Reorganization Act</li> <li>■ Opposition to the New Deal (Al Smith, Norman Thomas, Huey Long, Father Coughlin, Dr. Francis Townsend)</li> </ul> <p><i>Franklin D. Roosevelt and the Great Depression</i></p> <ul style="list-style-type: none"> <li>■ FDR as communicator and efforts to restore public confidence</li> <li>■ Press conferences, fireside chats, and effective use of the radio</li> <li>■ 1936 election, Second New Deal</li> <li>■ 1940 election (third term controversy, passage of the 22nd amendment)</li> <li>■ Eleanor Roosevelt as the president’s eyes and ears</li> </ul>	<ul style="list-style-type: none"> <li>■ United States – Soviet relations</li> <li>■ Gorbachev and Soviet relations</li> <li>■ “Star Wars” and arms limitation efforts</li> <li>■ Defense spending and the fall of the Soviet Union</li> <li>■ Dissolution of the Soviet Union</li> <li>■ Reagan travels to Germany, Tear down this wall speech</li> <li>■ Fall of the Berlin Wall and German reunification</li> </ul>	<ul style="list-style-type: none"> <li>■ The “new” immigrants - Immigration Reform and Control Act</li> <li>■ Changing demographic patterns – growing numbers of elderly</li> </ul> <p><b>Domestic Policies and Problems and the Role of Government 11.10c</b></p> <p><i>Ronald Reagan and George H.W. Bush</i></p> <ul style="list-style-type: none"> <li>■ Supply-side economics, Reaganomics</li> <li>■ Tax policy and deficits</li> <li>■ Environmental and civil rights policies</li> <li>■ AIDS epidemic</li> <li>■ War on drugs</li> </ul> <ul style="list-style-type: none"> <li>■ Deregulation</li> <li>■ Decline of unions</li> <li>■ The Election of 1988</li> <li>■ Rise of a third party (H. Ross Perot)</li> <li>■ Increasing influence of political action committees (PACs)</li> <li>■ Domestic issues, drugs, AIDS, poverty</li> <li>■ Environmental concerns</li> <li>■ Immigration issues</li> <li>■ Savings and loan scandal</li> <li>■ <i>Cruzan v. Director, Missouri Department of Health</i> (1990)</li> <li>■ <i>Planned Parenthood of Southeastern Pennsylvania, et. al. v. Casey</i> (1991)</li> </ul>

**UNIT 3:**  
**Post-Civil War America Industrialization, Urbanization**  
**and the Progressive Movement**  
**(1865 – ca. 1900)**

DECEMBER – JANUARY

**Essential Question:**

**How was America's response to the challenges of growth & progress aligned to its ideals of democracy?**

**Reform in America**

- Progressives supported the use of government power for reform purposes
- Developing technologies and their social, ethical, and moral impacts
- Struggle for fair standards of business operation and working conditions (*Lochner v. New York* (1905), *Muller v. Oregon* (1908))
- Increasing economic inequalities
- Rising power and influence of middle class

**Social and economic reform and consumer protection**

- The Muckrakers and reform writers
- Lincoln Steffens, *The Shame of the Cities*
- Ida B. Tarbell, *The History of the Standard Oil Company*
- Frank Norris, Upton Sinclair, *The Jungle* (Pure Food and Drug Act, Meat Inspection Act)
- Social settlement movement
  - Jacob Riis, *How the Other Half Lives*
  - Jane Addams, *Twenty Years at Hull House*
- Municipal and state reform
- Progressive state reform
- Wisconsin, Robert LaFollette
- New York, Governor Theodore Roosevelt and the Tenement Reform Commission

**The African American movement and reform**

- Booker T. Washington's contributions to education (Tuskegee Institute)
- W. E. B. Du Bois, *The Crisis* and *The Souls of Black Folk*, 1903
- National Association for the Advancement of Colored People, *The Crisis* and *The Silent Protest*, 1917
- Ida Wells (anti-lynching literature and protest)
- Marcus Garvey (Pan-African movement)
- Formation of Anti-Defamation League

**Theodore Roosevelt and the Square Deal**

- The stewardship theory of the Presidency
- Legislation strengthening railroad regulation and consumer protection
- Conservation (concern for nature, land, and resources)
- Federal legislation and projects – effects on states' limits
- Roles of Gifford Pinchot and John Muir, National Park preservation

**Woodrow Wilson and the New Freedom**

- Progressivism, the 1912 election (Taft, Roosevelt, Wilson)
- The 16th Amendment
- The Underwood Tariff and the graduated income tax
- The 17th Amendment
- Clayton Antitrust Act and the Federal Trade commission
- The Federal Reserve System
- Temperance/prohibition
- Women's suffrage, 19th Amendment (1920)

# 12 Grade Twelve: Participation in Government

<b>1</b> <b>UNIT 1:</b> <b>Foundations of American Democracy</b>	<b>2</b> <b>UNIT 2:</b> <b>Rights and Responsibilities</b>	<b>3</b> <b>UNIT 3:</b> <b>Civic Participation and Public Policy</b>
<b>SEPTEMBER – MID-OCTOBER or FEBRUARY – MID-MARCH</b>	<b>MID-OCTOBER – NOVEMBER or MID-MARCH – APRIL</b>	<b>DECEMBER – JANUARY or MAY – JUNE</b>
<b>Essential Question:</b> <b>How has American democracy evolved?</b>	<b>Essential Question:</b> <b>Has the evolution of American principles and practices promoted greater democracy?</b>	<b>Essential Question:</b> <b>How do citizens influence government policy?</b>
<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of democratic government?</li> <li>2. Are the 300-year-old political traditions and Enlightenment ideals reflected in the Declaration of Independence and United States Constitution still alive in our government today?</li> <li>3. How was the U.S. Constitution shaped by American History prior to 1789?</li> <li>4. How is power divided and shared in the United States government (federal, local, state, and in the three branches)?</li> <li>5. Is there a balance of power between the branches?</li> <li>6. How have Supreme Court decisions expanded or restricted personal rights and responsibilities?</li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What are the differences among rights, freedoms, and liberties? What is an example of a debate in U.S. History that defines each concept?</li> <li>2. How can your rights change as a result of a change in context? From state to state, outside to home, on the street to inside a school?</li> <li>3. How can I exercise the right to vote? Does every vote count the same? Why don't more people vote?</li> <li>4. Do we pay too much or too little of our income in taxes?</li> <li>5. What does it mean when you are called for jury duty? What are the roles of a jury in civil and criminal trials?</li> <li>6. How does informed citizenship support democratic government?</li> </ol>	<p><b>Inquiries</b></p> <ol style="list-style-type: none"> <li>1. What opportunities exist for an individual student to affect political and civic change?</li> <li>2. What contemporary issues do federal, state, and local governments need to address?</li> <li>3. Does the electoral system in the United States still meet our country's needs? Why or why not?</li> <li>4. What role do third parties play in United States politics? In NYS? In NYC?</li> <li>5. Where do we find reliable information about a public policy issue or a local participation in government project?</li> <li>6. How do we become civic participants?</li> </ol>
<p><b>12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</b></p> <p><b>Role in the Enlightenment 12.G1a</b>  <i>Philosophies of government</i></p> <ul style="list-style-type: none"> <li>Types of government (monarchy, oligarchy, totalitarian, fascist, democratic, republican, parliamentary)</li> <li>Functions of government</li> <li>Responsibilities of government</li> <li>Politics and government</li> <li>Government vs. politics</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights which have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.</b></p> <p><b>Equality and Due Process 12.G2a</b></p> <ul style="list-style-type: none"> <li>Rights of individuals in this country</li> <li>Fundamental values of equality before law and due process</li> <li>The meaning of due process</li> <li>Inalienable rights</li> <li>Civic debates such as rights, equality before law, due process</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.</b></p> <p><b>Elections and the Electoral College 12.G4a, 12.G4b</b></p> <ul style="list-style-type: none"> <li>Election process (local, state, and federal)</li> <li>Electoral college</li> <li>Winner-take-all election</li> <li>Electoral mechanisms</li> <li>Open elections</li> <li>Who currently holds each office</li> <li>Candidates for office and their parties</li> <li>Central issues in the election cycle</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<h1>1</h1> <p><b>UNIT 1:</b> Foundations of American Democracy</p>	<h1>2</h1> <p><b>UNIT 2:</b> Rights and Responsibilities</p>	<h1>3</h1> <p><b>UNIT 3:</b> Civic Participation and Public Policy</p>
<p>SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH</p>	<p>MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL</p>	<p>DECEMBER — JANUARY or MAY — JUNE</p>
<p><b>Essential Question:</b> How has American democracy evolved?</p>	<p><b>Essential Question:</b> Has the evolution of American principles and practices promoted greater democracy?</p>	<p><b>Essential Question:</b> How do citizens influence government policy?</p>
<ul style="list-style-type: none"> <li>■ Law vs. politics</li> <li>■ Locke vs. Hobbes</li> <li>■ Authoritarian vs. democratic government</li> <li>■ Protecting public safety</li> <li>■ Providing order</li> <li>■ Regulating economy</li> <li>■ Advancing public welfare</li> <li>■ Major principles of political systems</li> </ul> <p><i>Role of the Enlightenment in the framework for our Constitution</i></p> <ul style="list-style-type: none"> <li>■ Natural rights, social contract, popular sovereignty, separation of powers, rights of the accused, representative</li> <li>■ Montesquieu, Beccaria, Voltaire, Locke, Hobbes, Thomas Paine</li> <li>■ Influence of Roman and English Law</li> <li>■ Republicanism (Roman and Greek tradition and influence on America)</li> <li>■ English Bill of Rights</li> </ul> <p><i>Early American Government Influences</i></p> <ul style="list-style-type: none"> <li>■ Evolution of self-governing, republican governments (New England town meetings, Virginia House of Burgesses), early state constitutions (NYS), Articles of Confederation</li> <li>■ Flushing Remonstrance letter as pre-cursor to Bill of Rights</li> <li>■ Political philosophy of Declaration of Independence</li> <li>■ Impact of Declaration of Independence on the rest of the world</li> <li>■ Articles of Confederation and its failure</li> </ul> <p><b>The Constitution, Its Principles, and American System of Government 12.G1b</b></p> <ul style="list-style-type: none"> <li>■ Constitutional Convention (1787 – 1789)</li> <li>■ United States and NYS Constitutions</li> <li>■ Constitutional Debate over office of the President and Executive Branch</li> <li>■ Federalist Papers</li> <li>■ Anti-Federalist Papers</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Rights of Individuals in this Country 12.G2b</b></p> <ul style="list-style-type: none"> <li>■ Constitutional rights</li> <li>■ Statutory rights</li> <li>■ Precedents, current rules or principles of law governing specific rights</li> <li>■ Limits on specific rights</li> <li>■ Issues and implications surrounding specific rights</li> <li>■ Connections between the policy making process in the legislature and the judicial process in the courts.</li> <li>■ Civil War amendments</li> <li>■ <i>Texas v. Johnson</i> (1989) and flag burning</li> <li>■ Constitutional limits to freedom (libel, obscenity, and fair trial), <i>Escobedo v. Illinois</i>, <i>Schenk v. U.S.</i> (1919)</li> <li>■ Civic rights of citizens and residents to associate and petition and assemble (KKK in Skokie, IL)</li> </ul> <p><b>An Independent Judicial System 12.G2c</b></p> <ul style="list-style-type: none"> <li>■ Role of the courts with regard to protection of rights and freedoms</li> <li>■ Flexibility of judicial interpretation</li> <li>■ Impartiality of justices</li> </ul> <p><b>Civil Rights 12.G2d</b></p> <ul style="list-style-type: none"> <li>■ Evolving definition of civil rights</li> <li>■ Debates on the expansion and protection of civil rights</li> <li>■ <i>Dred Scott v. Sanford</i> (1857), <i>Brown v. Board of Education of Topeka</i> (1954), <i>Brown v. Board of Education (II)</i> (1955), Civil Rights Act (1964), <i>Swann v. Charlotte-Mecklenburg Board of Education</i> (1971), <i>Gideon v. Wainwright</i> (1963)</li> <li>■ 19th Amendment (1920), ERA</li> <li>■ Defense of Marriage Act (1996), <i>U.S. v. Windsor</i> (2013)</li> <li>■ Americans with Disabilities Acts (1990, 2008)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Obtaining and completing a voter registration form</li> <li>■ Contacting elected officials</li> </ul> <p><b>Participating in the Electoral Process 12.G4c</b></p> <ul style="list-style-type: none"> <li>■ Evaluating promises and voting records of incumbents</li> <li>■ Analyzing and evaluating candidates’ experiences</li> <li>■ Calendar for federal, state, and local elections</li> <li>■ Obtaining an absentee ballot</li> <li>■ Contributing money to political campaign (McCain-Feingold Bill (2002), <i>Citizens United v. Federal Election Commission</i> (2009))</li> </ul> <p><b>Political Parties 12.G4d</b></p> <ul style="list-style-type: none"> <li>■ Founders’ views on political parties</li> <li>■ Joining a political organization</li> <li>■ Personnel (staff, volunteers, allies)</li> <li>■ Campaign strategy (offensive and defensive)</li> <li>■ Political, economic, and social philosophies and party platforms</li> </ul> <p><b>Volunteerism, Advocacy and Civic Participation 12.G4e</b></p> <ul style="list-style-type: none"> <li>■ Volunteering to work in a political campaign</li> <li>■ Community improvement projects, coalition building with local government, neighborhood CBOs and advocacy groups.</li> <li>■ Civic participatory action (contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts)</li> <li>■ Citizens as activists (opposing arguments on abolition, women’s rights, immigration, LGBT rights, environmental policy, housing rights, etc.)</li> </ul> <p><b>12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution.</b></p> <p><b>Executive Branch and Public Policy 12.G5a</b></p> <ul style="list-style-type: none"> <li>■ Policy (roles, shaping, implementing, amending, and enforcing)</li> <li>■ Executive Address</li> <li>■ State of the Union</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<h1>1</h1> <p><b>UNIT 1: Foundations of American Democracy</b></p>	<h1>2</h1> <p><b>UNIT 2: Rights and Responsibilities</b></p>	<h1>3</h1> <p><b>UNIT 3: Civic Participation and Public Policy</b></p>
<p>SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH</p>	<p>MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL</p>	<p>DECEMBER — JANUARY or MAY — JUNE</p>
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<ul style="list-style-type: none"> <li>■ Federalists vs. Anti-Federalists</li> <li>■ Constitutional Compromises (Great Compromise, 3/5 Compromise, Commerce Compromise, Bill of Rights)</li> <li>■ No one is above the law (<i>U.S. v. Nixon</i> (1972), impeachment process, Johnson impeachment (1868), Nixon resignation (1974), Clinton impeachment (1999))</li> </ul> <p><b>Separation of Powers 12.G1c</b></p> <ul style="list-style-type: none"> <li>■ Article I, II, III setting forth powers and responsibilities of each branch, systems of checks and balances and system of federalism</li> <li>■ Limited government</li> <li>■ Separation of powers</li> <li>■ System of federalism (creation of Constitutional Convention)</li> <li>■ Three branches</li> <li>■ The system of checks and balances</li> <li>■ Structure at all levels of government</li> <li>■ Tests of Federal Government (<i>McCulloch v. Maryland</i> (1819), Nullification Crisis (1832), Civil War, Little Rock 9 (1957), states challenging Affordable Health Care Act (2013-present))</li> <li>■ State vs. national concerns of federal government <ul style="list-style-type: none"> <li>– National concerns such as interstate commerce which rely on federal action (<i>Gibbons v. Ogden</i> (1805), <i>Wabash v. Illinois</i> (1886), Sherman Anti-Trust Act, Interstate Commerce Commission)</li> <li>– State concerns such as police power which rely on state and local actions (Ferguson Mo. (2014), Department of Defense Excess Property Program)</li> <li>– Federal government such as education policy ((IDEA), No Child Left Behind, Race to the Top)</li> </ul> </li> </ul> <p><b>The Executive Branch 12.G5a</b></p> <ul style="list-style-type: none"> <li>■ United States electoral and representational system single-member districts</li> <li>■ Winner-take-all elections</li> <li>■ The electoral college</li> <li>■ Compromise over the electoral college</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Rights: Legal Status and Location 12.G2e</b></p> <ul style="list-style-type: none"> <li>■ Rights are not absolute</li> <li>■ Rights and location (schools, workplace, private property)</li> <li>■ Debates around extension and limitations of rights</li> <li>■ Rights and responsibilities of minors (workplace, family, emancipation)</li> <li>■ Rights and responsibilities related to medical treatment or public assistance for minorities</li> <li>■ Limits on individual legal rights and responsibilities when interacting with other countries</li> <li>■ Freedom of expression inside and outside of school (<i>Tinker v. Des Moines</i> (1969), <i>Bethel v. Fraser</i> (1982), <i>New Jersey v. T.L.O</i> (1985))</li> <li>■ Some legal rights change when moving to another state</li> </ul> <p><b>Freedom of the Press 12.G2f</b></p> <ul style="list-style-type: none"> <li>■ First Amendment</li> <li>■ Forms of news media (daily newspapers, weekly magazines, television, radio, internet, advertising, <i>Nixon v. NY Times</i> (1973), <i>FCC v. Pacifica Foundation</i> (1978), <i>People v. RJ Reynolds</i> (1998))</li> <li>■ Free and open flow of information</li> <li>■ Venue for a variety of views</li> <li>■ Limitations of freedom of the press, role of sponsors and oligopoly</li> </ul> <p><b>12.G3 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</b></p> <p><b>Balancing Personal Liberties 12.G3a</b></p> <ul style="list-style-type: none"> <li>■ Balance of personal liberty and social responsibility</li> <li>■ Rights of the accused</li> <li>■ 4th, 5th, 6th, 7th, 8th, 14th Amendments</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Governmental Branches and Agencies Determine Policy 12.G5b, 12.G5c</b></p> <ul style="list-style-type: none"> <li>■ Balancing regional and national needs, existing political positions and loyalties, and sources of political power</li> <li>■ Negotiating and implementing government policy</li> <li>■ Government action across levels of government</li> <li>■ Governmental departments and agencies</li> <li>■ Department of Homeland Security</li> <li>■ Federal Emergency Management Agency (FEMA, Hurricane Sandy (2012))</li> <li>■ U.S. Department of Education (Race to the Top)</li> <li>■ Border controversy (Texas and Arizona vs. federal government)</li> <li>■ Public works projects (Alaskan Bridge to Nowhere)</li> <li>■ Keystone XL Pipeline</li> </ul> <p><b>Effective Media Consumers 12.G5d</b></p> <ul style="list-style-type: none"> <li>■ Citizens as watchdogs of government</li> <li>■ Increasing amount of sources</li> <li>■ Evaluating media sources and public policy research</li> <li>■ Effective and informed citizens engage in public policy research</li> <li>■ Bills and laws, legislative history</li> <li>■ Legislative and executive reports</li> <li>■ Newspapers and other periodicals</li> <li>■ Libraries, archives</li> <li>■ Internet</li> <li>■ Conducting an interview, Institutional Review Board Guidelines</li> </ul>

# 1

## UNIT 1: Foundations of American Democracy

SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH

**Essential Question:**  
How has American democracy evolved?

- Election of 1800 (Revolution of 1800), Election of 1876
- Controversy/modern day applicability of electoral college
- Electoral college as it relates to proportions of campaigning and financing
- Red states, blue states, purple/battleground states
- *Bush v. Gore* (2000)
- Governments make and change policy, executive-legislative relations
- Address by chief executive, seeking popular and legislative acceptance of a policy agenda
- Executive officials, legislators, constituency groups, and advocacy groups battle for their causes
- Case study of presidencies – Jackson, Polk, McKinley, T. Roosevelt, Wilson, FDR, Nixon

### Supreme Court and Judicial System 12.G1d

- Rule of law
- Evolution of the U.S. legal system
- Common law
- Constitutional law
- Statutory law
- Administrative regulations

### Judicial branch

- *Marbury v. Madison* (1803)
- Controversy of judicial review
- Case studies (*Dredd Scott* (1857), *Plessy v. Ferguson* (1896), *Brown v. Board of Education* (1954), *Roe v. Wade* (1973))
- Jefferson’s view of Supreme Court as an oligarchy
- *Worcester v. Georgia* (1832)
- Role of John Marshall

### Reserving Powers to the States 12.G1e

- States’ rights and states’ powers
- Debate over federal powers vs. state powers

cont.

# 2

## UNIT 2: Rights and Responsibilities

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

**Essential Question:**  
Has the evolution of American principles and practices promoted greater democracy?

- Warren Court
- *Miranda v. Arizona* (1966), *Gideon v. Wainwright* (1964), *Mapp v. Ohio* (1961), *Escobedo v. Illinois* (1965), *Terry v. Ohio* (1968)

### Voting and Participating in Government 12.G3b

- Voting (pivotal form of political participation)
- Debates about voter registration and identification issues (Arizona and voter ID)
- Right of citizens to be elected to public office
- Qualifications of public office positions
- Responsibilities of U.S. residents (filing tax returns, voting, etc.)
- Debates over legal age (voting, military, smoking, drinking)

### Citizen Contribute and Participate 12.G3c, 12.G3d

- Military Selective Service Act
- Duty of every male citizen and resident of the U.S., ages 18-26, to register
- *Rostker v. Goldberg*, 453 U.S. 57 (1981)
- Mandatory registration vs. mandatory draft
- Constitutional history of military service
- Military and political importance of a militia in colonial times
- Second Amendment
- Conscription and military draft
- Wartime occurrences of civil disobedience
- Conscientious objection
- Struggle against racial and gender discrimination in the armed services
- National security vs. civil liberties (*Alien Sedition Act* (1798), *Lincoln’s Removal of Habeas Corpus* (1861), *Schenk v. U.S.* (1919), *Korematsu v. U.S.* (1944), *USA PATRIOT Act* (2001), military tribunals, legal status of terrorists awaiting trial)

cont.

# 1

## UNIT 1: Foundations of American Democracy

SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH

**Essential Question:**  
How has American democracy evolved?

### Amendment Process 12.G1f

- Amendment Process
- State and federal participation in amendment process
- Constitution evolution
- Constitutional interpretation of loose construction vs. strict construction
- Use of elastic clause in National Bank, Louisiana Purchase (1803), Supreme Court's ruling on *Bush v. Gore* (2000), American Affordable Health Care Act (2009)

# 2

## UNIT 2: Rights and Responsibilities

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

**Essential Question:**  
Has the evolution of American principles and practices promoted greater democracy?

### *Taxation*

- Civic contribution and legal obligation
- Governments rely on taxation (income, property, and sales) as a major source of revenue
- Public policy influences and regulates financial incentives (buying a home) and disincentives (spending retirement savings before retirement age)

### *Jury duty*

- Eligible to serve at 18 years of age
- May oppose jury service for religious reasons
- Juror qualification vs. jury summons
- Grand and petit juries
- Civil and criminal cases
- Federal and state court systems
- Legal right of defendant to be judged by a jury of his/her peers (5th and 6th Amendments)
- Political right of citizens to serve as jurors (6th and 7th Amendments)

# 12 Grade Twelve: Economics

<b>1</b> <b>UNIT 1:</b> <b>Personal Finance:</b> <b>Individual Responsibility and the Economy</b>	<b>2</b> <b>UNIT 2:</b> <b>Individuals and Businesses in the Market</b>	<b>3</b> <b>UNIT 3:</b> <b>American Capitalism and the Global Economy</b>
<b>SEPTEMBER – MID-OCTOBER or FEBRUARY – MID-MARCH</b>	<b>MID-OCTOBER – NOVEMBER or MID-MARCH – APRIL</b>	<b>DECEMBER – JANUARY or MAY – JUNE</b>
<b>Essential Question:</b> <b>How can individual economic decisions shape a person’s financial future?</b>	<b>Essential Question:</b> <b>Is the economic system of the United States of America fair and just?</b>	<b>Essential Question:</b> <b>How does globalization affect us?</b>
<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. What decisions do we make as borrowers, consumers, investors, and producers? Why are these decisions important?</li> <li>2. What institutions influence an individual’s economic decisions? How do they do so?</li> <li>3. How do the goals of the national economy impact the individual?</li> <li>4. What are the various forms of consumer credit?</li> <li>5. How is the money I pay in taxes used?</li> <li>6. What are the economic decisions and responsibilities associated with buying a house, getting married or having children?</li> </ol>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. Is the free enterprise system really free?</li> <li>2. What are the characteristics of an entrepreneur? What are the rewards and liabilities to opening a business?</li> <li>3. How do the choices that buyers and sellers make impact the market? How do economic indicators shape the decisions that individuals make?</li> <li>4. What is the Law of Supply? What is the Law of Demand?</li> <li>5. Historically, what roles have organized labor played in the U.S. economy? In a post-industrial economy, do unions matter?</li> <li>6. How have demographics of the American workforce changed in recent decades? What will the jobs of the future look like?</li> </ol>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. Why is the United States considered a mixed economy and not a free market economy?</li> <li>2. How much should the government regulate the economy?</li> <li>3. How has globalization affected the United States’ economy?</li> <li>4. What role does the Federal Reserve Board play in the American economic system?</li> <li>5. How do nations trade with one another?</li> <li>6. Is American capitalism sustainable?</li> </ol>
<p><b>12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.</b></p> <p><b>Economics Decisions in Our Lives 12.E1a</b></p> <ul style="list-style-type: none"> <li>■ People have personal economic goals and make economic decisions</li> <li>■ Economic decisions (opportunities, resources (income and wealth), preferences, and ethics)</li> <li>■ Impact of national economic goals on individuals</li> <li>■ Roles of individual (consumer, saver, investor, producer, earner, borrower, lender, taxpayer, and recipient of government services)</li> </ul> <p><b>Finance and Personal Finance 12.E1b</b></p> <ul style="list-style-type: none"> <li>■ Definition of money (characteristics and functions)</li> <li>■ Definition of finance (money management)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources they own to businesses in the factor markets.</b></p> <p><b>Allocation of Resources 12.E2a</b></p> <ul style="list-style-type: none"> <li>■ Limited resources</li> <li>■ Decisions on goods and services, production, distribution, and sales</li> <li>■ Resource allocation and efficiency</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Characteristics of the United States economy</i></p> <ul style="list-style-type: none"> <li>■ Circular flow of the economy</li> <li>■ Price system (all factors that work together to determine price)</li> <li>■ Theory of supply and demand</li> <li>■ Competition in a market economy</li> <li>■ Elasticity as an exception to the rule of demand</li> </ul> <p><i>Challenges for the United States and other market-based systems</i></p> <ul style="list-style-type: none"> <li>■ Unemployment</li> <li>■ Income and wealth gaps</li> <li>■ Other challenges: environmental pollution, economic instability, and discrimination</li> <li>■ Lack of government regulation</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<h1>1</h1> <p><b>UNIT 1:</b> <b>Personal Finance:</b> <b>Individual Responsibility and the Economy</b></p>	<h1>2</h1> <p><b>UNIT 2:</b> <b>Individuals and Businesses in the Market</b></p>	<h1>3</h1> <p><b>UNIT 3:</b> <b>American Capitalism and the Global Economy</b></p>
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<ul style="list-style-type: none"> <li>■ Personal financial goals and strategies</li> <li>■ Opportunity cost, trade offs</li> <li>■ The role of finance in business and government</li> </ul> <p><i>Managing your money</i></p> <ul style="list-style-type: none"> <li>■ Strategies to achieve long-term goals</li> <li>■ Budgeting</li> <li>■ Personal savings and investing</li> <li>■ Personal considerations (risk tolerance, values, age, family situation)</li> <li>■ Return on investment</li> <li>■ Managing risk through diversification</li> <li>■ Liquidity</li> <li>■ Influence of advertising</li> <li>■ Personal taxes (W2, W4 and 1099 forms, filing status, deductions, exemptions)</li> <li>■ Personal insurance (health, life, motor vehicle)</li> <li>■ Legal documents (wills, estate plans, prenuptial/postnuptial agreements, marriage licenses)</li> <li>■ Retirement funds (IRA, Roth IRA, 409K Plan)</li> </ul> <p><i>Markets</i></p> <ul style="list-style-type: none"> <li>■ Instruments</li> <li>■ Equity (stocks)</li> <li>■ Debt (public and private)</li> <li>■ Roles markets play in directing funds</li> <li>■ From savers to investors</li> <li>■ Effects markets have on individuals and the economy</li> <li>■ Types of markets: equity, debt, stock, bond, and commodity (New York Stock Exchange, NASDAQ, bond, commodities, currencies)</li> <li>■ Effects of current events on domestic and global markets</li> <li>■ Risk</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Types of business organizations</i></p> <ul style="list-style-type: none"> <li>■ Sole proprietorship</li> <li>■ Partnership</li> <li>■ Corporation (profit and not-for-profit)</li> <li>■ Franchises</li> <li>■ Influences of cartels, monopolies, oligopolies</li> </ul> <p><b>Consumer Influence, Production and Pricing 12.E2b</b> <i>Choices of buyers and sellers in the marketplace</i></p> <ul style="list-style-type: none"> <li>■ Supply and demand</li> <li>■ Market price</li> <li>■ Allocation of scarce resources, and the goods and services that are produced</li> <li>■ Consumers influence product availability and price through their purchasing power in the product market</li> <li>■ Product market supply and demand determine product availability and pricing</li> </ul> <p><b>Supply and Demand and Business 12.E2c</b> <i>Businesses’ choices</i></p> <ul style="list-style-type: none"> <li>■ Supplying the product market <ul style="list-style-type: none"> <li>– Product market prices</li> <li>– Available technology</li> <li>– Prices of factors of production</li> </ul> </li> <li>■ Determining the prices of factors of production</li> <li>■ Supply and demand in the factor market</li> </ul> <p><i>Starting and operating a business</i></p> <ul style="list-style-type: none"> <li>■ Recognizing opportunities</li> <li>■ Setting goals</li> <li>■ Developing a business plan</li> <li>■ Strategic planning</li> <li>■ Product development, purchasing and inventory management, record keeping, and distribution</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Effects of Entrepreneurialism and Economic Growth 12.E3c</b></p> <ul style="list-style-type: none"> <li>■ Capitalist business cycle (recession, depression, expansion, recovery)</li> <li>■ U.S. government and economy supports entrepreneurialism</li> <li>■ Intended consequences of economic growth (growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities)</li> <li>■ Unintended consequences of economic growth (recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities)</li> </ul> <p><i>Role of the entrepreneur</i></p> <ul style="list-style-type: none"> <li>■ Examples of entrepreneurs today</li> <li>■ Impact of entrepreneurs on the economy</li> <li>■ Impact of entrepreneurs on community development</li> </ul> <p><b>Role of Government in Protecting the Free Market 12.E3d</b></p> <ul style="list-style-type: none"> <li>■ Troubled Asset Relief Program (TARP), Economic Stimulus Act, American Recovery and Reinvestment Act</li> <li>■ Workplace and labor regulation (OSHA, National Labor Relations Act)</li> <li>■ Ensuring property rights (intellectual property, eminent domain)</li> <li>■ Promoting income equality (JOBS Act)</li> <li>■ Social mobility (minimum wage legislation, taxes)</li> </ul> <p><b>Role of Government and Economic Inequality 12.E3e</b></p> <ul style="list-style-type: none"> <li>■ The causes of economic inequality (social, political, economic injustices)</li> <li>■ Debates (economic injustice vs. individual choice and responsibility)</li> <li>■ Government policy addressing income gap and economic inequality</li> <li>■ Government programs designed to combat poverty (social welfare, healthcare)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><i>Banks</i></p> <ul style="list-style-type: none"> <li>■ Role of banks in the financial system and importance to consumers (savings accounts, checking accounts, loans, certificates of deposit)</li> <li>■ Kinds of banks and other deposit taking institutions (commercial, savings, investment)</li> <li>■ Banks and businesses</li> <li>■ Banks and the consumer</li> <li>■ Regulating the financial services industry</li> <li>■ Federal Reserve</li> <li>■ State banking and insurance Commissions</li> <li>■ F.D.I.C.</li> </ul> <p><b>Interest and Credit 12.E1c</b></p> <ul style="list-style-type: none"> <li>■ Interest rates (costs, measuring, APRs, short- and long-term rates)</li> <li>■ Effects of raising and lowering rates</li> <li>■ Compounding and the rule of 72</li> <li>■ Interest rate spread</li> <li>■ Nominal and real returns</li> </ul> <p><i>Credit</i></p> <ul style="list-style-type: none"> <li>■ Forms of credit (loans, credit cards, mortgage, commercial paper, treasury notes, bills, bonds)</li> <li>■ Benefits and costs of credit</li> <li>■ Credit and the consumer (personal credit reports and ratings, responsible use of credit, rights with creditors)</li> <li>■ Short-term vs. long-term credit</li> <li>■ Problems with credit and unsecured credit</li> <li>■ Credit score (calculations, consequences, relationship to borrowing rates)</li> <li>■ Credit cards (APR, grace period, hidden fees, credit card criteria, reward cards, department store cards)</li> <li>■ The impact of personal debt</li> <li>■ Predatory lending</li> <li>■ Bankruptcy (types)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Production and delivery of goods and services</li> <li>■ Marketing</li> <li>■ Financing</li> <li>■ Assessing progress</li> </ul> <p><i>Interactions between large and small businesses</i></p> <ul style="list-style-type: none"> <li>■ Antitrust cases</li> <li>■ Role of federal government in blocking or approving mergers</li> <li>■ Implications for consumers</li> <li>■ Implications for business</li> </ul> <p><i>Effects of globalization on business</i></p> <ul style="list-style-type: none"> <li>■ Multinational corporations</li> <li>■ Small businesses and their connections to world trade</li> <li>■ Effects on domestic prices and production</li> <li>■ Outsourcing</li> <li>■ Effects on workers</li> </ul> <p><i>Moral, ethical, and legal issues</i></p> <ul style="list-style-type: none"> <li>■ Business ethics</li> <li>■ Regulations for doing business</li> <li>■ Corporate social responsibility</li> <li>■ Ethics of advertising</li> <li>■ Socioeconomic vs. economic models</li> </ul> <p><i>Marketing</i></p> <ul style="list-style-type: none"> <li>■ Establishing target markets (primary and secondary)</li> <li>■ Using a focus group to determine target market</li> <li>■ 4 P’s of marketing: price, product, packaging, promotion</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.</b></p> <p><b>Economic Goals and Indicators 12.E4a</b></p> <ul style="list-style-type: none"> <li>■ Economic Indicators (Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates)</li> <li>■ Humphrey-Hawking Act (economic indicators and goals for those indicators)</li> <li>■ The business cycle (causes and effects of fluctuations, unemployment)</li> <li>■ Types of unemployment (structural, frictional, seasonal, cyclical)</li> <li>■ Long-term unemployed</li> <li>■ Unemployment rate vs. the Labor Force Participation Rate</li> <li>■ Effects of unemployment</li> <li>■ Inflation</li> <li>■ Causes</li> <li>■ Measuring inflation (CPI)</li> <li>■ Combating inflation</li> <li>■ Economic growth (determinants, measures (GDP), limits of growth)</li> <li>■ Effects of globalization on the United States GDP</li> <li>■ Importance of productivity and the role of technology</li> <li>■ Factors that explain why some countries grow faster than others</li> <li>■ Trade policies (tariffs, quotas, embargoes)</li> </ul> <p><b>Fiscal Policy 12.E4b</b></p> <ul style="list-style-type: none"> <li>■ Role of the president and congress</li> <li>■ Setting spending priorities (national defense, social services, rebuilding the nation’s infrastructure, education)</li> <li>■ Federal budget process</li> <li>■ Tax policy</li> <li>■ Purposes of taxes (generate revenue and/or manage the economy and promote social goals)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p>SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH</p>	<p>MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL</p>	<p>DECEMBER — JANUARY or MAY — JUNE</p>
<p><b>Essential Question:</b> How can individual economic decisions shape a person’s financial future?</p>	<p><b>Essential Question:</b> Is the economic system of the United States of America fair and just?</p>	<p><b>Essential Question:</b> How does globalization affect us?</p>
<p><b>Inflation and International Currencies 12.E1d</b></p> <ul style="list-style-type: none"> <li>Individuals in the global economy</li> <li>Inflation and international currencies</li> <li>Value fluctuation relative to the United States dollar</li> </ul>	<p><i>Production and pricing</i></p> <ul style="list-style-type: none"> <li>What and how to produce?</li> <li>Who will receive what is produced?</li> <li>Total cost pricing, price penetrating, price skimming</li> <li>Role of input costs in determining price</li> <li>Role of government in determining price</li> <li>Law of supply and demand in determining market price</li> <li>Effects of monopolies and oligopolies</li> </ul> <p><b>12.E3 THE IMPACTS OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental impact. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</b></p> <p><b>Workplace Workforce 12.E3a</b></p> <ul style="list-style-type: none"> <li>Evolving roles of workers in business (providing input to management, working in teams)</li> <li>Matching worker qualifications and skills with frequently evolving business needs</li> </ul> <p><i>Composition of the workforce</i></p> <ul style="list-style-type: none"> <li>Needs of workers (women, teenagers, elderly, minorities, glass ceiling)</li> <li>Population and demographic trends</li> <li>Experience, location, and skill needs</li> <li>Affirmative action</li> <li>Changing skill requirements</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Tax fairness (progressive, regressive, and proportional)</li> <li>Kinds of taxes (income, sales, federal, state, local, social security, real property)</li> <li>Government services provided</li> <li>Taxing jurisdictions</li> <li>Tax levy, tax rate, and tax bills (school, city, county, town)</li> <li>Assessments (collection of data and computation)</li> <li>Taxpayer challenges</li> <li>Use of taxes and spending to fight inflation and recession</li> <li>Keynesian fiscal policy vs. classical supply side fiscal policy</li> <li>Historical examples of fiscal policy (Great Depression, stagflation of 1970s, Tax Reform Act of 1986, American Recovery and Reinvestment Act of 2009)</li> <li>Corporate subsidies, incentives, abatements</li> <li>Taxes’ effects on elastic and inelastic products</li> <li>National debt, national deficit</li> </ul> <p><b>Monetary Policy and the Federal Reserve 12.E4c</b></p> <ul style="list-style-type: none"> <li>Definition of monetary policy</li> <li>Goals of monetary policy</li> <li>Conditions leading to the creation of the Federal Reserve</li> <li>Historical examples of bank panics.</li> <li>History of the Federal Reserve</li> <li>Federal Reserve’s structure, functions, and goals (maintaining price stability and sustainable growth)</li> <li>Role of the Federal Reserve in making and implementing monetary policy</li> <li>Tools of the Federal Reserve (required reserve ratio, discount rate, open market operations)</li> <li>Effects of changing interest rates</li> <li>Fighting inflation and recession</li> <li>Policy decisions under Greenspan (1987 – 2006), Bernanke (2006 – 2014), Yellen (2014 – present)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

# 2

## UNIT 2: Individuals and Businesses in the Market

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

**Essential Question:**  
**Is the economic system of the United States of America fair and just?**

### *Compensation and rewards*

- Factors leading to job satisfaction or dissatisfaction
- Salary vs. wages vs. ownership
- Fringe benefits
- Employer-of-choice issues (benefits, working conditions, incentives, flex time, labor unions, working from home, employee ownership)

### **Government Role in Regulating Workplace and Stimulating the Economy 12.E3b**

- Keynesian economics vs. Neo-liberalism
- Protecting property rights
- Regulating working conditions
- Protecting the right to bargain collectively
- Reducing discrimination in the workplace
- Curbing abusive business practices
- The government’s role in balancing labor and business interests

# 3

## UNIT 3: American Capitalism and the Global Economy

DECEMBER — JANUARY or MAY — JUNE

**Essential Question:**  
**How does globalization affect us?**

### *Foreign exchange*

- Exchange rates
- Reasons for exchange rate fluctuations
- Effects of exchange rate fluctuations
- Central Banks affect exchange rates
- American use of Central Bank vs. China’s use of Central Bank

### *Foreign investment*

- Portfolio capital flows
- Direct foreign investment

### *Global economic and financial issues and crises*

- Debt of developing nations
- Environmental issues and concerns
- World financial crises (Asia 1997, Russia 1998, global 2008)
- Economic implications of national and international crises

### **Trade Policies, Agreements and Concerns 12.E4d**

- Definition of globalization
- Historical development of the global economy
- The impacts of trade flows, capital movements, direct foreign investment, tourism, and foreign trade
- Positive and negative effects of globalization on developing and industrialized nations

### *Trade—effects of globalization on the enterprise system*

- Importance of trade
- Measuring trade
- Trade policy issues
- Global (WTO) and regional trading blocs (EMU, NAFTA, ASEAN, and MERCOSUR Common Market of the South)

### *Trade policies and agreements and concerns*

- Tariffs, quotas, embargoes set the rules for trade between the United States and other nations
- Outsourcing
- Production possibility with trade
- People as both consumer and worker and the effects of both on globalization
- International loopholes/penalties

# New York State Social Studies High 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:

- Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.
- Describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the 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:

- Discuss several schemes for periodizing the history of New York State and the United States.
- Develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues.
- Compare and contrast the experiences of different groups in the United States.
- Examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions.
- Analyze the United States' involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies.
- Compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law.

#### 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:

- Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.
- Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).
- Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
- Understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

#### 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:

- Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives.
- Consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.
- Evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from *National Standards for United States History*)

# New York State Social Studies High School Standards

## 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:

- Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
- Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
- Analyze historic events from around the world by examining accounts written from different perspectives.
- Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
- Analyze changing and competing interpretations of issues, events, and developments throughout 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:

- Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
- Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
- Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
- Explain the importance of analyzing narratives drawn from different times and places to understand historical events.
- Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects 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:

- Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
- Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
- Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

#### 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:

- Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
- Interpret and analyze documents and artifacts related to significant developments and events in world history.
- Plan and organize historical research projects related to regional or global interdependence.
- Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from *National Standards for World History*)

## 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:

- Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
- Describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
- Investigate the characteristics, distribution, and migration of human populations on the Earth’s surface. (Taken from *National Geography Standards*, 1994)
- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
- Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface. (Taken from *National Geography Standards*, 1994)
- Explain how technological change affects people, places, and regions.

#### 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:

- Plan, organize, and present geographic research projects.
- Locate and gather geographic information from a variety of primary and secondary sources. (Taken from *National Geography Standards*, 1994)
- Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
- Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. (Adapted from *National Geography Standards*, 1994)
- Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.

# New York State Social Studies High School Standards

## 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:

- Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
- Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.
- Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
- Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system.
- Compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions.
- Explain how economic decision making has become global as a result of an interdependent world economy.
- Understand the roles in the economic system of consumers, producers, workers, investors, and voters.

#### 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, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.
- Use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems.
- Apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position.
- Present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.

# New York State Social Studies High School Standards

## 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 and international organizations affect the guarantee of human rights and make provisions for human needs.
- Consider the nature and evolution of constitutional democracies throughout the world.
- Compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.
- Identify and analyze advantages and disadvantages of various governmental systems.

#### 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:

- Trace the evolution of American values, beliefs, and institutions.
- Analyze the disparities between civic values expressed in the United States Constitution and the United Nations Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world.
- Identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society.
- Compare and contrast the Constitutions of the United States and New York State.
- Understand the dynamic relationship between federalism and state's rights.

#### 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 how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions. (Adapted from *The National Standards for Civics and Government*, 1994)
- Analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign.
- Describe how citizenship is defined by the Constitution and important laws.
- Explore how citizens influence public policy in a representative democracy.

#### 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:

- Participate as informed citizens in the political justice system and processes of the United States, including voting.
- Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. (Adapted from *The National Standards for Civics and Government*, 1994)
- Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.
- Consider the need to respect the rights of others, to respect others' points of view. (Adapted from *The National Standards for Civics and Government*, 1996)
- Participate in school/classroom/ community activities that focus on an issue or problem.
- Prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem.
- Explain how democratic principles have been used in resolving an issue or problem.

# 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.<sup>1</sup>

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>

<sup>1</sup> 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
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiries</li> </ul>	<p><b>Civics:</b></p> <ul style="list-style-type: none"> <li>Civic and Political Institutions; Applying Civic Virtues &amp; Democratic Principles; Processes, Rules &amp; Laws</li> </ul> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>Economic Decision-Making; Exchange and Markets; National Economy; Global Economy</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Geographic Representations/ Spatial Views of the World; Human-Environment Interaction; Human Population; Global Interconnections</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Change, Continuity &amp; Context; Perspectives; Historical Science &amp; Evidence; Causation &amp; Argument</li> </ul>	<ul style="list-style-type: none"> <li>Gathering Evidence and Evaluating Sources</li> <li>Developing Claims and Using Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Communicating and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>

# 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.

**802-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