

# New York State

## Common Core K-8 Social Studies Framework

### INTRODUCTION

#### **Social Studies Education in the 21<sup>st</sup> Century: Rationale**

In the interconnected world of the 21<sup>st</sup> century, it is necessary to revise the New York State *Resource Guide with Social Studies Core Curriculum* to ensure that teaching and learning in Social Studies are rigorous and prepare students to be college and career ready.

The K-8 Framework for Social Studies allows for:

- Students to develop an understanding of concepts and key ideas, driven by case studies, analysis of primary and secondary source documents, and an examination of patterns of events in history.
- Students to be assessed on their understanding of key ideas, as well as conceptual understandings.
- Students to be instructed across the K-8 spectrum using a coherent set of themes, key ideas, and concepts.
- Districts and teachers to have increased decision making power about how to teach and illustrate conceptual understandings and key ideas to promote student understanding. There will be multiple pathways to lead students to conceptual understandings.

#### **Purpose of Social Studies**

Social Studies is the integrated study of the social sciences and humanities intended to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

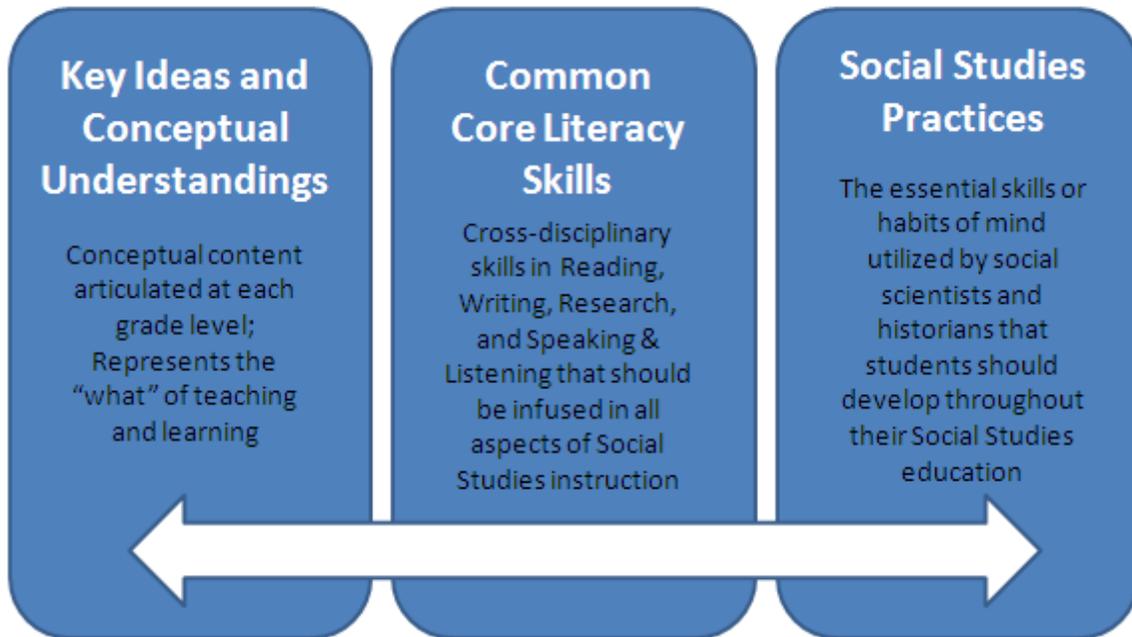
## **Relationship to the *Learning Standards for Social Studies* and *Social Studies Resource Guide with Core Curriculum***

- The existing New York State *Learning Standards for Social Studies* serve as the foundation of the new Social Studies framework. Each Key Idea is derived from and aligned to one or more of these five standards.
- Most of the topical coverage in the *Social Studies Resource Guide with Core Curriculum* has been maintained. However, the curricula were reorganized and conceptualized to progress across grade levels and to focus on broad Key Ideas and Conceptual Understandings.
- The new framework fuses both the existing New York State Learning Standards and the reorganized and conceptualized curricula into a single document.
- The new framework provides 10 to 20 key ideas at each individual grade level. This differs from the 1996 New York State Learning Standards in which key ideas were provided at each of the grade bands — elementary, intermediate, and commencement.
- The emphasis in the new Social Studies framework is on Key Ideas and Conceptual Understandings for each grade level. In the previously released *Social Studies Resource Guide with Core Curriculum*, topical outlines were provided for each grade level.
- Unifying Themes based primarily on the National Council for the Social Studies themes, Common Core Literacy Skills, and Social Studies Practices are new features that provide common elements across all grades that serve to unify the framework, strengthen the progression of skills across the K-8 continuum, and establish a consistent design approach. These replace the concepts and themes for Social Studies and the Social Studies skills listed in the *Social Studies Resource Guide with Core Curriculum*.
- The new framework outlines the core conceptual content and focuses on what students should know. It does not describe or prescribe performance indicators or performance levels. The Common Core Literacy Skills and Social Studies Practices include the skills and habits of mind that should be developed and fostered using the content for each grade band.
- An accompanying Field Guide will be developed which will include sample outcomes (performance tasks aligned to the Key Ideas and Conceptual Understandings) that illustrate the integration of content, Common Core Literacy Skills, and Social Studies Practices. The Field Guide will also include recommended primary and secondary sources and Social Studies texts at all grade levels.

## K-8 Social Studies Framework Follows the Outline of the Existing Core Curriculum

<b>Grade</b>	<b>Content Focus</b>
<b>Kindergarten</b>	Self and Others
<b>Grade 1</b>	My Family and Other Families, Now and Long Ago
<b>Grade 2</b>	My Community and Other United States Communities
<b>Grade 3</b>	Communities around the World – Learning about People and Places
<b>Grade 4</b>	Local History and Local Government
<b>Grade 5</b>	The United States, Canada, and Latin America
<b>Grade 6</b>	The Eastern Hemisphere
<b>Grade 7</b>	History of the United States and New York – I
<b>Grade 8</b>	History of the United States and New York – II

## A Framework that Supports Teaching, Learning, and Assessment



These three components should work interdependently to support instructional and assessment planning. The content outlined through the Key Ideas and Conceptual Understandings should always be paired with Common Core Literacy Skills and Social Studies Practices in an instructional and assessment based context.

### Organizational Structure of the Framework

#### *Key Components*

- New York State *Learning Standards for Social Studies*
- K-12 Unifying Themes
- K-12 Common Core Literacy Skills
- K-12 Social Studies Practices
- Grade level Key Ideas
- Grade level Conceptual Understandings

## *New York State Learning Standards for Social Studies*

The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the Social Studies framework. Each Key Idea is derived from and/or aligned to one of these standards as the primary standard. In many cases, a Key Idea represents more than one standard.

### *Standard 1: 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.

### *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.

### *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 Earth’s surface.

### *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 United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

### *Standard 5: Civics, Citizenship, and Government*

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

## 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 within the 2012 Social Studies framework across all grades, K-12.*

### Themes at a Glance

- 1. Individual Development and Cultural Identity**
- 2. Development, Movement, and Interaction of Cultures**
- 3. Time, Continuity, and Change**
- 4. Geography, Humans, and the Environment**
- 5. Development and Transformation of Social Structures**
- 6. Power, Authority, and Governance**
- 7. Civic Ideals and Practices**
- 8. Creation, Expansion, and Interaction of Economic Systems**
- 9. Science, Technology, and Innovation**
- 10. Global Connections and Exchange**

### Themes with Context

- 1. Individual Development and Cultural Identity**
  - Role of social, political, and cultural interactions in the development of identity
  - Personal identity is 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

#### **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 of and patterns of migration of people
- Tension between national interests and global priorities

## ***NYS K-12 Common Core Learning Standards: Literacy Skills***

The Common Core Learning Standards (CCLS) outline standards for literacy in Social Studies for grades 6-12, with distinct standards at the following grade bands: 6-8, 9-10, 11-12. In order to match the structure and outline of the Social Studies framework, the CCLS and Social Studies Practices required a 5-8, and 9-10 and 11-12 articulation of skills, so language was synthesized to match these grade bands (i.e., addition of grade 5 to the 6-8 band). In this case, teachers are asked to use their best judgment about which CCLS and Social Studies Practices should be applied at grade 5 in order to prepare students for the requirements and demands of grade 6.

### **College and Career Readiness Anchor Standards for Reading**

The grades 5-8 on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development, and summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

## **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **College and Career Readiness Anchor Standards for Writing**

The grades 5-8 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. As in the Anchor Standards for Reading, the CCR and grade-specific standards for writing are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## *Social Studies Practices*

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings. The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the National Council for the Social Studies Standards, and the Habits of the Mind published by the National Council for History Education.

### **1) Chronological Reasoning and Causation**

### **2) Comparison and Contextualization**

### **3) Geographic Reasoning (people, places, regions, environment, interactions)**

### **4) Gathering, Using, and Interpreting Evidence**

### **5) The Role of the Individual in Social and Political Participation**

## *Key Ideas*

Key ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key ideas are designed to address larger Social Studies perspectives, movements, and issues. Each grade level comprises 10 to 20 Key Ideas, so these statements are intentionally rich and substantial.

## *Conceptual Understandings*

Conceptual Understandings are more specific statements designed to support each Key Idea. Together the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

**How to Read the Social Studies Framework: Organizational Structure of Each Grade Level**

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Time, Continuity, and Change in the Western Hemisphere</i></b>			
<p>5.4 Major social, political, economic, and cultural shifts in Europe resulted in an Age of Exploration and Encounter in the 15th century that brought explorers, European settlers, and Africans to North and South America and changed people's understanding of the world.</p>	<p>5.4.a European migration and settlement reflected and altered people's view and understanding of the world.</p> <p>5.4.b Competition for natural resources led to settlement patterns for Europeans and interactions with Native American peoples.</p> <p>5.4.c European settlement impacted the physical and human environments of an area, with both positive and negative effects.</p> <p>5.4.d Cultural diffusion had positive and negative impacts on European and Native Americans in the Americas.</p> <p>5.4.e Differing belief systems of Native Americans and Europeans created social and political inequalities in the Americas.</p>	<p>Development, Movement, and Interaction of Cultures</p> <p>Time, Continuity, and Change</p> <p>Global Connections and Exchange</p>	<p>1, 2</p>

Each grade level is structured into broad categories.

Each Key Idea is derived from and/or aligned to one or more of the five New York Learning Standards for Social Studies.

The Key Ideas are the central organizing feature for each grade. Key Ideas represent the essential and enduring understandings that should be the focus of teaching and learning for each grade. The Key Ideas are designed to address larger Social Studies perspectives, movements, and issues. Each grade level is comprised of 10 to 20 Key Ideas, so these statements are intentionally rich and substantial, and will require greater detail and case study through instruction.

For each Key Idea, there are supporting Conceptual Understandings, more specific statements that support deeper articulation for each Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning. By design, the Conceptual Understandings make limited references to specific dates, places, people, and terms, in order to allow for multiple pathways to teaching the conceptual content.

There are 10 Unifying Themes across the entire K– 2 Social Studies Framework. Each Key Idea is connected to multiple themes. The primary themes, most strongly pronounced within the Key Idea and Conceptual Understandings, are listed here. The themes can serve as signals for areas of teaching emphasis and for building connections across ideas, units, and grade levels.

## **Additional Implementation Resources Aligned to the Social Studies Framework**

While the Social Studies framework document outlines the ten themes that drive the connections of the K-12 spectrum, the Key Ideas outline the high level understandings and the Conceptual Understandings. To provide context for a teacher with another level of specificity, it will be necessary to release an additional Field Implementation Guide, which will ensure successful execution of the Social Studies framework at the classroom level. This Field Guide will support the teaching and learning of the Social Studies framework on a day-to-day instructional level. To help with instruction, it will include sample suggested student work to demonstrate how teachers might think about transforming a Key Idea and set of Conceptual Understandings into a meaningful, rigorous, Common Core-aligned sample student outcome incorporating the appropriate Common Core Literacy Skills and Social Studies Practices. In addition, the Field Guide will include recommended primary and secondary source documents and texts and other relevant resources to aid a teacher in instruction using the sample student outcomes.

## **Reference Documents**

NYS P-12 Common Core Learning Standards for English Language Arts & Literacy (2011)

NYS Learning Standards for Social Studies (1996)

Pre-K Standards

NYSED Core Curriculum for Social Studies:

NYS Social Studies: Resource Guide with Core Curriculum (1999)

Economic, the Enterprise System, and Finance (2002)

Participation in Government (2002)

National Council for the Social Studies (NCSS) Standards (2010)

Advanced Placement World History Framework (2011-12)

Advanced Placement Human Geography Course Description (Fall 2011)

Habits of the Mind, National Council for History Education

Massachusetts History and Social Science Curriculum Framework (2010)

New Jersey Core Curriculum Content Standards

California Standards

Virginia Standards of Learning

Indiana State Academic Standards

NAEP U.S. History Framework

Council for Economic Education, Voluntary National Standards in Economics (2010)

National Center for History in the Schools – National Standards for World History (1996)

San Diego State University - World History for Us All Curriculum (2003)

National Center for History in the Schools, UCLA National Standards for History Basic Edition (1996)

## Vertical Articulation and Progressions of Literacy Skills and Practices

### Reading Standards for Literacy in History/Social Studies 5-12

\*(see note above referencing addition of grade 5)

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 students
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>The Federalist</i> No.10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well verbally) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the authors' claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

## Writing Standards for Literacy in History/Social Studies 5-12

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 Students
<b>Text Types and Purposes</b>		
<p><b>1.</b> Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li><b>a.</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li><b>b.</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li><b>d.</b> Establish and maintain a formal style.</li> <li><b>e.</b> Provide a concluding statement or section that follows and supports the argument presented.</li> </ul>	<p><b>1.</b> Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li><b>a.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.</li> <li><b>b.</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li><b>c.</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li><b>d.</b> Establish and maintain a formal style and objective tone while attending to the</li> </ul>	<p><b>1.</b> Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li><b>a.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li><b>b.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li><b>c.</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li><b>d.</b> Establish and maintain a formal style and</li> </ul>

	<p>norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <p>a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p>	<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comparison.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while</p>	<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language,</p>

<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>3. (See note: not applicable as a separate requirement)</p>	<p>3. (See note: not applicable as a separate requirement)</p>	<p>3. (See note: not applicable as a separate requirement)</p>

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 Students
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.	9. Draw evidence from informational texts to support analysis reflection, and research.	9. Draw evidence from informational texts to support analysis reflection, and research.
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## *Vertical Articulation and Progression of Social Studies Practices*

<b>Progression of Social Studies Practices</b>			
<b>Social Studies Practices</b>	<b>Grades K-4</b>	<b>Grades 5-8</b>	<b>Grades 9-12</b>
<b>Chronological Reasoning and Causation</b>	Explain how events are related chronologically to one another in time.	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.	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.
	Identify causes and effects using examples from a student’s life or from Social Studies.	Identify causes and effects using examples from current grade-level content and historical ideas and events.	Identify causes and effects using examples from different time periods and courses of study across several grade levels.
	Identify the relationship between cause and effect.	Identify, analyze, and evaluate relationship between multiple causes and effects.	Identify, analyze, and evaluate relationship between multiple causes and effects.
	Distinguish between long-term and immediate causes and effects (time, continuity, and change).	Distinguish between long-term and immediate causes and effects (time, continuity, and change).	Distinguish between long-term and immediate causes and multiple effects (time, continuity and change).
	Recognize dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
	Recognize that periodization provides a specific context.	Recognize that changing the periodization affects the historical narrative.	Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
	Recognize and identify patterns of continuity and change.	Relate patterns of continuity and change to larger historical processes and themes.	Relate patterns of continuity and change to larger historical processes and themes.
	Identify a model of historical periodization.	Identify and describe models of historical periodization that historians use to categorize events.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.
<b>Comparison and</b>	Identify similarities and	Identify similarities and	Identify similarities and differences among

<b>Contextualization</b>	differences between geographic regions.	differences among geographic regions using specific geographic vocabulary.	geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
	Identify multiple perspectives from a student's life or from Social Studies.	Identify and compare multiple perspectives on a given historical experience.	Identify, compare, and evaluate multiple perspectives on a given historical experience.
	Identify similarities and differences between historical developments that are closely related in time and context.	Identify similarities and differences between historical developments over time within a similar cultural and geographical context.	Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.
	Describe and compare historical developments.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
	Recognize the relationship between geography, economics, and history.	Describe the relationship between geography, economics, and history as a context for events and movements.	Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
	Describe historical developments with specific circumstances including time and place.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	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).

<b>Geographic Reasoning</b>	Ask geographic questions about where places are located and why they are located there.	Ask geographic questions about where places are located and why their location is important.	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.
	Identify and describe the relationship between people, places, and the environment.	Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content.	Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
	Identify how the environment affects human activities and how human activities affect the environment.	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.	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.
	Recognize relationships among patterns and processes.	Recognize and interpret (at different scales) the relationships among patterns and processes.	Recognize and interpret (at different scales) the relationships among patterns and processes.
	Recognize that place and region influence the social, cultural, and economic characteristics of civilizations.	Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.	Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
	Identify and describe changes within and across places and regions.	Characterize and analyze changing interconnections among places and regions.	Characterize and analyze changing interconnections among places and regions.
	<b>Gathering, Using, and Interpreting Evidence</b>	Form questions about the world in which we live .	Define and frame questions about events and the world in which we live and use evidence to answer these questions.
Recognize different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).		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).	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).
Identify and explain authorship, point of view, purpose, and format.		Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the	Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and

		role of bias and audience in presenting arguments or evidence.	audience.
	Identify arguments of others.	Describe and analyze arguments of others.	Describe, analyze, and evaluate arguments of others.
	Identify inferences.	Make inferences and draw conclusions from evidence.	Make inferences and draw conclusions from evidence.
	Recognize arguments and identify evidence.	Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.	Deconstruct and construct plausible and persuasive arguments using evidence.
	Create understanding of the past by using primary and secondary sources.	Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.	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>The Role of the Individual in Social and Political Participation</b>	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
	Participate in activities that focus on a classroom, school, or community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
	Identify differing philosophies of social and political participation.	Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.	Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
	Identify the role of the individual in opportunities for social and political	Identify, describe, and contrast the role of the individual in opportunities for social and political participation in	Identify, describe, and contrast the role of the individual in opportunities for social and

	participation in the local class, school, or community.	different societies.	political participation in different societies.
	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.	Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
	Identify situations in which social actions are required.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.
	Identify those in positions of power who drive opportunities for freedom, social justice, and human rights.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
	Identify social and political responsibilities at the local classroom, school, and community level.	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.	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.

## *Grades K - 4 Social Studies Practices*

### *Social Studies Practices, Grades K - 4*

#### ***Chronological Reasoning and Causation***

- Explain how events are related chronologically to one another in time
- Identify causes and effects using examples from a student's life or from Social Studies
- Identify the relationship between cause and effect
- Distinguish between long-term and immediate causes and effects (time, continuity, and change)
- Recognize dynamics of historical continuity and change over periods of time
- Recognize that periodization provides a specific context
- Recognize and identify patterns of continuity and change
- Identify a model of historical periodization

#### ***Comparison and Contextualization***

- Identify similarities and differences between geographic regions
- Identify multiple perspectives from a student's life or from Social Studies
- Identify similarities and differences between historical developments that are closely related in time and context
- Describe and compare historical developments
- Recognize the relationship between geography, economics, and history
- Describe historical developments with specific circumstances including time and place

#### ***Geographic Reasoning***

- Ask geographic questions about where places are located and why they are located there
- Identify and describe the relationship between people, places, and the environment
- Identify how the environment affects human activities and how human activities affect the environment
- Recognize relationships among patterns and processes
- Recognize that place and region influence the social, cultural, and economic characteristics of civilizations
- Identify and describe changes within and across places and regions

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

- Form questions about the world in which we live
- Recognize different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps and graphs)
- Identify and explain authorship, point of view, purpose, and format
- Identify arguments of others

- Identify inferences
- Recognize arguments and identify evidence
- Create understanding of the past by using primary and secondary sources

### ***The Role of the Individual in Social and Political Participation***

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint
- Participate in activities that focus on a classroom, school, or community issue or problem
- Identify differing philosophies of social and political participation
- Identify the role of the individual in opportunities for social and political participation in the local classroom, school, or community
- Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict
- Identify situations in which social actions are required
- Identify those in positions of power who drive opportunities for freedom, social justice and human rights
- Identify social and political responsibilities at the local classroom, school, and community level

DRAFT

## Grades K - 4 Key Ideas and Conceptual Understandings

### Grades K-4 Grade Band

The courses in the K-4 grade band begin to teach foundational Social Studies concepts. Students begin by studying themselves in the world and at each subsequent grade level students expand the scale at which they learn about the world—from family, to community, to communities around the globe, and to the state. At each grade level, key ideas are arranged into five units—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. In these units, students learn chronological reasoning and causation, geographic reasoning, and the role of the individual in social and political participation. In each unit, students develop the skills of comparison and contextualization and gathering, using, and interpreting data to understand the content they are studying.

### Grade K: Self and Others

In kindergarten, students study “Self and Others”. The course introduces students to a variety of Social Studies concepts—culture, identity, symbols, map-reading, physical systems, sequence and chronology, wants and needs, and governance. The study of these concepts is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. Each unit helps students study themselves in the context of their immediate surroundings. While studying how they live and the rules under which they live, students learn that other people may have different identities, cultures, and experiences in the world compared to their own.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Individual Development and Cultural Identity</i></b>			
K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.	<p>K.1.a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>K.1.b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, skills, as well as our connections to others.</p> <p>K.1.c Unique family activities and traditions are important parts of an individual’s culture and sense of self.</p>	Individual Development and Cultural Identity	1
K.2 Children, families, and communities exhibit cultural	K.2.a Each person is unique but also shares common characteristics with other family, school, and	Individual Development	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
similarities and differences across the world.	<p>community members.</p> <p>K.2.b Cultures include traditions, beliefs, and shared values and ideas generally accepted by a particular group of people.</p> <p>K.2.c Children, families, and communities from different cultures all share some common characteristics, but also have specific differences which make them unique.</p> <p>K.2.d Various cultural groups and characteristics can be described and compared using specific terms and descriptors including gender, race, ethnicity, religion, and language.</p>	and Cultural Identity	
K.3 Symbols and traditions help develop a shared culture and identity within the United States.	<p>K.3.a Diverse cultural groups within the community and nation embrace unique traditions and beliefs and celebrate distinct holidays.</p> <p>K.3.b The study of American symbols, holidays, and celebrations helps us to develop a shared sense of history, community, and culture in our country.</p> <p>K.3.c The American flag is one example of a major national symbol that unites us. It is important to exhibit respect towards the flag.</p>	Individual Development and Cultural Identity	1
<b><i>Civic Ideals and Practices</i></b>			
K.4 Rules affect children and adults, and people make and change rules for many reasons.	<p>K.4.a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p> <p>K.4.b People in positions of authority make rules and laws that involve the consideration of others and provide for the health and safety of all.</p> <p>K.4.c Children and adults have opportunities to contribute to the development of rules and/or laws.</p> <p>K.4.d Rules and laws need to be changed if they no longer effectively serve the needs of the people or if people are treated unfairly as a result of them.</p>	Civic Ideals and Practices	5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>K.5 Children and adults have rights, responsibilities, and duties at home, school, in the classroom, and in the community.</p>	<p>K.5.a Children have basic universal rights, or protections, as members of a family, school, community, and nation and as members of the world.</p> <p>K.5.b Responsibilities and duties help provide safety and order to promote the general welfare of the people. A responsibility is something we should do and a duty is something we must do.</p> <p>K.5.c Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>		
<p>K.6 Children and adults play different roles in a school and community. A leader is a member of a community with important responsibilities to represent and protect the interests of others.</p>	<p>K.6.a Roles represent the different functions people serve in a group.</p> <p>K.6.b Families, schools, and communities all have leaders to provide guidance and protection, to enforce rules, and to help resolve conflicts.</p> <p>K.6.c Leaders possess certain characteristics or skills that enable them to serve and protect the interests of the people they represent.</p> <p>K.6.d The President of the United States and the Governor of the state of New York are important leaders with key responsibilities.</p>	<p>Civic Ideals and Practices</p>	<p>5</p>
<p><b><i>Geography, Humans, and the Environment</i></b></p>			
<p>K.7 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.</p>	<p>K.7.a Places and regions can be located on a map or globe using geographic vocabulary.</p> <p>K.7.b A globe represents Earth at large, but maps can be used to represent the world as well as local places or specific regions.</p> <p>K.7.c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p> <p>K.7.d Familiar places, buildings, structures, and physical features can be located on a map of a neighborhood or community.</p>	<p>Geography, Humans, and the Environment</p>	<p>3</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
K.8 People and communities are affected by and adapt to their physical environment.	<p>K.8.a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.</p> <p>K.8.b People and communities adapt to their physical environment in many ways, including building homes, buildings, and transportation systems; accessing food and water; and developing ways to protect themselves from shifting weather patterns.</p>	Geography, Humans, and the Environment	3
<b><i>Time, Continuity, and Change</i></b>			
K.9 The past, present, and future describe points in time, and help us examine how the lives of people in the past were similar to and different than they are today.	<p>K.9.a Children, families, and communities of today can be compared with those in the past.</p> <p>K.9.b Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>	Time, Continuity, and Change	1, 2
K.10 People celebrate historic figures and events through national holidays to recognize their importance to the United States.	<p>K.10.a People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p> <p>K.10.b An historic figure is a person whose actions made a significant long-term impact on a community, culture, or nation.</p> <p>K.10.c National holidays are shared celebrations and commemorations of people and events from the past of importance to the United States.</p>	Time, Continuity, and Change	1
<b><i>Economic Systems</i></b>			
K.11 People perform different jobs as members of a community to meet their basic wants and needs, and to help others in the community.	<p>K.11.a A need is something that you must have for health and survival, while a want is something you would like to have.</p> <p>K.11.b People perform a variety of jobs in a community—as paid workers, as volunteers—to help meet other peoples’ needs and wants.</p> <p>K.11.c People, families, and broader communities must make economic choices and decisions when trying to meet both needs and wants.</p>	Creation, Expansion, and Interaction of Economic Systems	4

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

“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. In first grade, students learn to study Social Studies through their families. The first unit helps students understand the roles and kinds of families that exist in the world. Students then learn about how they, as good citizens, can contribute to their classroom and community. In the study of geography, students expand their knowledge of physical geography and also learn about the human-made features that shape people’s experience with places. The unit on Time, Continuity, and Change returns the focus to the family by studying chronology and sequence through changes to family structures over time. The unit also introduces students to the tools used by historians to learn about the past. Finally, students learn the various ways in which families manage their resources in a world of scarcity.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Individual Development and Cultural Identity</i></b>			
1.1 Beliefs, customs, and traditions help shape the identity and culture of a family and a community.	1.1.a Families are a basic unit of all societies. 1.1.b Families have unique characteristics, roles, and traditions. 1.1.c Families exist in many different forms and structures in all communities and societies.	Individual Development and Cultural Identity	1, 3
1.2 People and families of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions to create a multicultural community.	1.2.a Families have beliefs, customs, and traditions, which they pass onto other generations. 1.2.b Families are interdependent and support and learn from each other. 1.2.c Families exchange elements of their culture with other families or community members. 1.2.d Awareness of America’s rich diversity fosters intercultural understanding.	Individual Development and Cultural Identity	1, 3
<b><i>Civic Ideals and Practices</i></b>			
1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.	1.3.a A person can be a citizen or member of a community, a school, a state, a country, and the world. 1.3.b An engaged and active citizen participates in the activities of the group or community and makes	Civic Ideals and Practices	5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>positive contributions.</p> <p>1.3.c Students, teachers, and staff members are all citizens of the school community and have rights and responsibilities.</p> <p>1.3.d As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.</p>		
<p>1.4 Citizens effectively contribute to their local and global communities by demonstrating responsible traits and behaviors.</p>	<p>1.4.a Citizenship begins with becoming a contributing member of the classroom community.</p> <p>1.4.b Responsible traits of a citizen include respecting others, behaving honestly, helping others, and sharing needed resources.</p> <p>1.4.c Citizenship in school includes knowledge about and respect for the flag, including an understanding about its display and use, as well as an awareness of the history and meaning of the Pledge of Allegiance to the flag.</p>	<p>Civic Ideals and Practices</p>	<p>5</p>
<p>1.5 People create governments in order to develop rules and laws to establish order, and to protect the rights and safety of individuals and groups.</p>	<p>1.5.a Rules and laws are developed to protect people’s rights and the safety and welfare of the community.</p> <p>1.5.b Governments exist at the local, state, and national level to represent the needs of the people, create and enforce laws, and help resolve conflicts.</p> <p>1.5.c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>	<p>Civic Ideals and Practices; Power, Authority, and Governance</p>	<p>5</p>
<p><b><i>Geography, Humans, and the Environment</i></b></p>			
<p>1.6 The location and place of physical features and manmade structures can be described and interpreted using symbols and geographic vocabulary.</p>	<p>1.6.a Physical features and manmade structures can be represented on maps and globes to help us understand and visualize our world.</p> <p>1.6.b Physical features such as rivers, mountains, lakes, and oceans, and manmade structures such as cities, roads, and monuments can be located and described using geographic vocabulary.</p> <p>1.6.c Maps and map tools, such as legends and cardinal directions, can help us navigate from one</p>	<p>Geography, Humans, and the Environment</p>	<p>3</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>place to the next, provide directions, or trace important routes.</p> <p>1.6.d Maps are used to locate important places in the community, state, and nation such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p>		
<p>1.7 People and communities depend on and modify their physical environment in order to meet basic needs.</p>	<p>1.7.a People and communities depend on the physical environment for natural resources.</p> <p>1.7.b Roads, dams, bridges, farms, parks, and urban dwellings are all examples of how people modify the physical environment to meet needs and wants.</p> <p>1.7.c People interact with their physical environment in ways that may have a positive or negative effect.</p>	<p>Geography, Humans, and the Environment</p>	<p>3</p>
<p><b><i>Time, Continuity, and Change</i></b></p>			
<p>1.8 Families have a past and change over time. There are different types of documents that relate family histories.</p>	<p>1.8.a Personal and family history is a source of information for individuals about the people and places around them.</p> <p>1.8.b Families have existed for a long time and have lived in other places.</p> <p>1.8.c Families change over time, and family growth and change can be documented and recorded.</p> <p>1.8.d Families of long ago have similarities and differences with families today.</p> <p>1.8.e Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.</p>	<p>Time, Continuity, and Change</p>	<p>1, 2</p>
<p>1.9 Historical sources reveal information about how life in the past differs from the present.</p>	<p>1.9.a A variety of historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.</p> <p>1.9. b Oral histories, biographies, family time lines, and legends relate family histories.</p> <p>1.9.c Historical sources allow students to make comparisons between the past and the present.</p>	<p>Time, Continuity, and Change</p>	<p>1, 2</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
1.10 There are major individuals, historical events, and symbols that are important to our country.	<p>1.10.a The study of historical events, popular historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p> <p>1.10.b National symbols—and the ideas and events they represent—play an important role in understanding and examining our nation’s history, values, and beliefs.</p> <p>1.10.c Local, state, and national landmarks are places of cultural and historical significance.</p>	Time, Continuity, and Change	1
<b>Economic Systems</b>			
1.11 All people need food, clothing, and shelter in order to survive.	<p>1.11.a Food, clothing, and shelter are universal needs across all cultures and societies.</p> <p>1.11.b Styles of homes and shelters, food and diet, and clothing vary across different families and communities based on region, climate, and cultural traditions.</p> <p>1.11.c Individuals, groups, and communities provide facilities and services to help people meet their universal needs, especially when families are struggling on their own.</p>	Creation, Expansion, and Interaction of Economic Systems	4
1.12 People have many economic wants and needs, but limited resources with which to obtain them.	<p>1.12.a Scarcity means that people’s wants exceed their limited resources.</p> <p>1.12.b People use tools, technologies, and other resources to meet their needs and wants.</p> <p>1.12.c Families and communities must make choices due to unlimited needs and wants and scarce resources, and these choices involve costs.</p> <p>1.12.d People use tools, science, and technology to meet their needs.</p>	Creation, Expansion, and Interaction of Economic Systems	4
1.13 People make economic choices as producers and consumers of goods and services.	<p>1.13.a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <p>1.13.b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or</p>	Creation, Expansion, and Interaction of Economic Systems	4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>services.</p> <p>1.13.c People and families work to earn money to purchase goods and services they need or want.</p> <p>1.13.d People make decisions about how to spend the money they earn.</p>		

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## Grade 2: My Community and Other United States Communities

“My Community and Other United States Communities” is organized using the same five units of study as the other courses in this grade band. In this course, students study their community and compare it to other forms of communities. For example, students learn about the cultural identities and types of production that distinguish urban, suburban, and rural communities. In the study of civic ideals, students learn about both the democratic ideals of the United States and the rules and procedures their community and other communities put into place to minimize conflict and maximize order and participation. Students study geographic themes by learning about the spatial characteristics, arrangements of homes, and production, transportation, and movement in order to distinguish between urban, rural, and suburban communities. They learn to study changes in communities through the study of maps over time, particularly how changing populations, transformative events, and economic shifts impact lives of people in communities. The economics unit allows students to learn how communities provide resources to their members, how access to scarce resources affects communities, and how differentiation of tasks affects the organization of a community.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Individual Development and Cultural Identity</i></b>			
2.1 Communities can be characterized as urban, suburban, or rural. Urban, suburban, and rural communities differ from place to place.	<p>2.1.a An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.</p> <p>2.1.b Suburban areas are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced further apart.</p> <p>2.1.c Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.</p> <p>2.1.d Population density, use of the land and environment, and the availability and extent of public services, such as education and health care, are some of the chief characteristics that define and distinguish these types of communities.</p> <p>2.1e Urban areas, worldwide, share common physical and human characteristics, but may also have cultural differences.</p> <p>2.1.f The activities available for people living in urban,</p>	Individual Development and Cultural Identity	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.		
2.2 Urban, suburban, and rural communities are diverse and develop differently.	<p>2.2.a There are forms of cultural, economic, and geographic diversity across different types of communities.</p> <p>2.2.b The development, growth, and sustainability of an urban, suburban, or rural community is closely tied to its interactions with other communities.</p> <p>2.2.c People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</p> <p>2.2.d A community is strengthened by the diversity of its members with a range of ideas, talents, perspectives, and cultures that can be shared across the community.</p>	Individual Development and Cultural Identity	1
<b><i>Civic Ideals and Practices</i></b>			
2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.	<p>2.3.a The United States is a democratic republic, and democracy is a form of representative government where citizens can vote for leaders and can have a say in their government.</p> <p>2.3.b The major principles of democracy include the protection of personal rights, justice and equality, diversity of ideas and cultures, and working to support the common good.</p> <p>2.3.c The major principles of democracy are evident in the actions, charters, and laws of communities in the United States.</p> <p>2.3.d Democratic systems also require the active participation and contribution of their citizens, including at the local community level.</p> <p>2.3.e The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.</p> <p>2.3.f Symbols of American democracy serve to unite</p>	Civic Ideals and Practices	5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	community members.		
<p>2.4 Communities have rules and laws that affect how they function. People living in urban, suburban, and rural communities may disagree at times over what these rules and responsibilities should be and must find appropriate ways to address these conflicts.</p>	<p>2.4.a Communities have the responsibility to institute and enforce fair laws and rules that provide for the common good.</p> <p>2.4.b Rules and laws change over time in a community.</p> <p>2.4.c The size and complexity of an urban, suburban, or rural community influence the types of rules and laws it needs.</p> <p>2.4.d The structures of local governments vary across urban, suburban, and rural communities, but all are forms of representative government.</p> <p>2.4.e Conflicts within the community can be addressed and resolved using a variety of methods, resulting in both intended and unintended consequences.</p>	<p>Civic Ideals and Practices and Power, Authority and Governance</p>	<p>5</p>
<p><b><i>Geography, Humans, and the Environment</i></b></p>			
<p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p>	<p>2.5.a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p> <p>2.5.b Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people and places in different types of communities.</p> <p>2.5.c The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.5.d Human migration and settlement patterns impact all communities.</p> <p>2.5.e Access to natural resources, water routes and other transportation networks, and other communities impact life in an urban, suburban, or rural community.</p>	<p>Geography, Humans, and the Environment</p>	<p>3</p>
<p>2.6 Lifestyles in urban, suburban, and rural communities are influenced by geographic and</p>	<p>2.6.a Communities use human and natural resources and adapt their environment in different ways.</p> <p>2.6.b Housing styles, transportation systems, jobs,</p>	<p>Geography, Humans, and the</p>	<p>3</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
environmental factors.	schools, marketplaces, and leisure activities are all influenced by geography and the environment, and these vary across urban, suburban, and rural communities.	Environment	
<b><i>Time, Continuity, and Change</i></b>			
2.7 Events, changes over time, and cause-and-effect relationships can be described for different communities and can be understood using historical thinking skills and tools.	<p>2.7. a In communities, changes over time and the reasons for these changes can be described and examined using historical thinking, vocabulary, and tools such as time lines.</p> <p>2.7.b Changes over time in communities can be examined by interpreting maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p> <p>2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in communities.</p>	Time, Continuity, and Change	1, 2
2.8 Urban, suburban, and rural communities change over time, and communities in the future may be different in many ways.	<p>2.8.a Local and state communities have changed over time for a variety of reasons including transformative events, population shifts, economic changes, and the interaction with and use of the environment.</p> <p>2.8.b Jobs and economic activities, population shifts, local government decisions, technologies available, and the state of the environment will also strongly influence how communities might change in the future.</p>	Time, Continuity, and Change	1
<b><i>Economic Systems</i></b>			
2.9 Urban, suburban, and rural communities face different challenges in meeting their wants and needs, and scarcity of resources requires community members and local governments to make economic choices.	<p>2.9.a People make decisions based on their needs, wants, and the availability of resources.</p> <p>2.9.b The availability of resources and community services to address basic needs varies across urban, suburban, and rural communities.</p> <p>2.9.c Scarcity, price of goods and services, and choice all influence economic decisions made by individuals and communities.</p>	Creation, Expansion, and Interaction of Economic Systems	4
2.10 Members of a community use resources to create a variety	2.10.a Households, businesses, laborers, and governments all interact within the economic system	Creation, Expansion,	3, 4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>of businesses and industries to provide goods and services for the community.</p>	<p>of a community.</p> <p>2.10.b Community resources provide public services such as libraries, schools, hospitals, and playgrounds.</p> <p>2.10.c Urban, suburban, and rural communities collect taxes to provide services for the public benefit.</p> <p>2.10.d The number and scale of community services is based on the size, needs, geography, and financial resources of the community.</p>	<p>and Interaction of Economic Systems</p>	
<p>2.11 A community requires the interdependence of many people performing a variety of jobs in order to function properly and provide necessary goods and services.</p>	<p>2.11.a Members of a community specialize in different types of jobs that provide goods and services to the community.</p> <p>2.11.b Community resources require community workers such as teachers, firefighters, sanitation workers, and police.</p> <p>2.11.c At times, neighboring communities may need to share resources and workers to support multiple communities.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>

## Grade 3: Communities around the World – Learning about People and Places

“Communities Around the World – Learning about People and Places” teaches students about communities across the globe. Students bring with them knowledge about the structure of communities and cultures. In this course, students make comparisons across time and place. Students examine the different cultures, values, and symbols that give identity to a community. They also learn that meanings of places have changed over time. They learn that there are a variety of ways to create and enforce the rules that govern a community. They learn that the world can be divided into geographic regions based on physical landscapes and human adaptations in adjacent communities. In economics, students learn that the resources are unevenly distributed, that some people in communities have comparative advantages, and that communities can trade with other communities to acquire resources they do not have. Across the study of the five units there is an embedded theme that communities and people in these communities do not have equal political, economic, and social access.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Development, Movement, and Interaction of Cultures</i></b>			
3.1 Families, schools, and communities differ from place to place around the world.	3.1.a The world is divided into many nations that have their own governments, languages, customs, and cultures.  3.1.b Communities around the world vary in terms of size, location, and the diversity of their members.  3.1.c The structure and activities of families and schools share similarities and differences across world communities.	Individual Development and Cultural Identity  Development, Movement, and Interaction of Cultures  Global Connections and Exchange	1, 2

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>3.2 The American culture and cultures from around the globe share similarities and demonstrate differences in terms of their values, traditions, beliefs, holidays, and lifestyles.</p>	<p>3.2.a American culture, based on specific traditions and values, has been influenced by the beliefs and behaviors of different cultural groups living in the United States.</p> <p>3.2.b All peoples have rich cultural heritages and traditions.</p> <p>3.2.c Prejudice and discrimination can be obstacles to understanding other cultures.</p>	<p>Individual Development and Cultural Identity</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Global Connections and Exchange</p>	<p>1, 2</p>
<p>3.3 Communities from around the world interact with each other and exchange cultural ideas and practices.</p>	<p>3.3.a The culture of a group or individual changes and evolves in response to interactions with other cultures or in response to needs.</p> <p>3.3.b A community can embrace values, traditions, and beliefs that reflect more than one culture.</p> <p>3.3.c Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods.</p>	<p>Individual Development and Cultural Identity</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Global Connections and Exchange</p>	<p>1, 2</p>
<p><b><i>Civic Ideals and Practices</i></b></p>			
<p>3.4 Governments in communities and countries around the world have the authority to make and enforce laws, and the role of the citizen varies across different types of governments.</p>	<p>3.4.a The United States government is based on democratic principles, and the fundamental governmental principles of other global communities may be similar to or different from those of the United States.</p> <p>3.4.b The processes of selecting leaders, solving problems, and making decisions differ across governments in nations and communities around the world.</p>	<p>Power, Authority, and Governance</p>	<p>5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	3.4.c The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries in comparison to others.		
3.5 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.	<p>3.5.a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.</p> <p>3.5.b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.</p> <p>3.5.c When faced with prejudice and discrimination, citizens can take many steps to support social action and change.</p>	Power, Authority, and Governance; Time, Continuity, and Change	1, 2, 5
3.6 In an interconnected world, increased collaboration among individuals, groups, governments, and nations is needed solve global problems.	<p>3.6.a The world is interconnected, and it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> <p>3.6.b Local, state, national, and international leaders, businesses, and organizations provide aid to individuals and nations in need.</p> <p>3.6.c International organizations and laws exist to protect and expand human rights and to promote cultural understanding.</p>	Power, Authority, and Governance	5
<b><i>Geography, Humans, and the Environment</i></b>			
3.7 Geographic regions represent areas of Earth’s surface that have unifying characteristics.	<p>3.7.a Earth is comprised of continents, oceans, and other physical features, all of which help define distinct geographic regions around the world.</p> <p>3.7.b The physical features of regions can be examined based on the textures, colors, legends, and data presented on maps and globes; comparisons of these physical features can be made using charts and graphs.</p> <p>3.7.c Whereas physical features are natural features created by the environment, political features are human constructions such as national boundaries, cities, and states.</p>	Geography, Humans, and the Environment	3

Key Ideas	Conceptual Understandings	Theme(s)	Standard
3.8 Regions form and change as a result of unique physical and environmental conditions, economies, and cultures.	<p>3.8.a Regions across the United States and around the world are defined by the specific culture, economic system, political system, and physical environment unique to that area.</p> <p>3.8.b The physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.</p> <p>3.8.c The economic system associated with a region is closely tied to the environment and geography of that region.</p>	Geography, Humans, and the Environment	2, 3
3.9 The causes and effects of human migration and settlement vary in different world regions and may be influenced by the physical environment.	<p>3.9.a Patterns of migration and settlement across the world differ across region, place, and time.</p> <p>3.9.b Some locations in New York, the United States, and the world are more suited for settlement and development than others.</p> <p>3.9.c The connections between places in New York, the United States, and the world have contributed to cultural diffusion, the exchange of ideas, and economic interdependence.</p>	Geography, Humans, and the Environment	3
3.10 People living in communities around the world depend on, adapt to, and modify their physical environments in different ways.	<p>3.10.a The physical environment can both accommodate and be endangered by human activities.</p> <p>3.10.b World communities use human and natural resources in different ways.</p> <p>3.10.c Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment.</p>	Geography, Humans, and the Environment	2, 3
<b><i>Time, Continuity, and Change</i></b>			
3.11 Each community or culture has a unique history, including heroic figures, traditions, and holidays.	<p>3.11.a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</p> <p>3.11.b People in world communities celebrate various holidays and festivals and have built monuments and memorials that serve as symbols of their communities</p>	Time, Continuity, and Change	1, 2

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>and/or their nations.</p> <p>3.11.c The influence of specific world cultures can be seen in local communities within the United States by examining their arts, music, dance, literature, and other cultural traits.</p>		
<p>3.12 World communities and civilizations change over time. They are influenced by interactions with other cultures.</p>	<p>3.12.a Cultures evolve and change over time as they incorporate values, traditions, languages, beliefs, and customs from other groups.</p> <p>3.12.b Some cultures struggle to maintain traditional beliefs in a changing society, whereas other cultures adapt more readily.</p> <p>3.12.c Changes over time in world communities can be examined through shifts in family structures, population patterns, economic and political systems, and trade relationships.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p>	2
<b><i>Economic Systems</i></b>			
<p>3.13 Communities, countries, and regions around the world make use of natural resources to meet their needs and wants.</p>	<p>3.13.a Access to and use of natural resources affects people across the world differently and affects how global communities and regions interact with each other.</p> <p>3.13.b. Some natural resources are locally available to a community, but many others need to be obtained from other places both near and far.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	4
<p>3.14 Production, distribution, and consumption of goods and services are interrelated and affected by the global market and events in the world community.</p>	<p>3.14.a Communities and nations around the world produce goods and services unique to their geographic region.</p> <p>3.14.b The concepts of supply (the availability of goods and services) and demand (the need for goods and services) influence the price, output, and trade of products.</p> <p>3.14.c World communities trade with each other to exchange goods and services they need and want.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Global Connections and Exchange</p>	4

## Grade 4: Local History and Local Government

“Local History and Local Government” applies the course of study to the Empire State. Students begin the course with a study of the symbols that identify New York, as well as the diverse population of the state that has made significant contributions to the country and world. The geography section introduces students to the regions in the state and the human and physical geographies that define these regions. Students also look at unique alterations people have made to their landscape and state parks that preserve landscapes. Students learn about similarities and differences between the United States government and their New York State government, including the different roles citizens play in these two scales of governance. The course focuses on the unique technological innovations that have strengthened the state and its role in the global economy. The history section in the course takes students back to a time where there were no Europeans and only Native Americans living in the state. Through the course, students learn about how Europeans shaped where and how Native Americans lived, as well as how Europeans made claims and were shaped by their settlement in the state. The subsequent chronological study focuses on British colonization, the American Revolution, New York’s role in founding the United States, the changing racial profile of the state, and the new economic opportunities that have made New York State a global financial and production center.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>The Empire State Identity</i></b>			
4.1 There are many landmarks, symbols, and icons that reflect the identity of the state of New York.	<p>4.1.a New York is a state identified by various symbols and icons, some of which are physical structures, whereas others are philosophical or ideological symbols.</p> <p>4.1.b State symbols, landmarks, and icons foster the development of a shared cultural identity and citizenship within the state of New York.</p> <p>4.1.c New York state symbols are derived from and inspired by various sources, including state history, sports, entertainment, architecture, music, and business.</p>	Individual Development and Cultural Identity	1, 3
4.2 New York is known for the diverse backgrounds of its people, and New Yorkers have made significant political, cultural, social, scientific, educational, and economic contributions to the	<p>4.2.a New York has a long history of different cultural groups learning to live together and learning from one another—from past interactions of Native American and European settlers to current interactions of people from many different nations and cultures living together in the state.</p> <p>4.2.b Immigrants from around the globe have settled</p>	Individual Development and Cultural Identity  Development, Growth, and Interaction of	1, 2

Key Ideas	Conceptual Understandings	Theme(s)	Standard
United States and the world.	<p>in New York in different periods of history for various reasons; they contribute to the state’s diversity today.</p> <p>4.2.c Many people from the past and present of New York are famous for the many ways they have contributed to their state, nation, and the world in the areas of business, politics, arts, education, and science.</p>	Cultures	
<b><i>The Geography of the United States and New York</i></b>			
4.3 The United States has an extensive, diverse, and unique geography comprised of different regions, physical features, climates, and human communities.	<p>4.3.a Physical maps of the United States illustrate the many lakes, rivers, mountains, woodlands, and plains of the United States and New York.</p> <p>4.3.b The physical features, climate, terrain, and natural resources throughout the United States and New York allow different kinds of economic activity and production.</p> <p>4.3.c The United States can be conceived as having geographic regions in which states are grouped by common physical features and economic systems, and New York is part of the Northeastern region of the United States.</p>	Geography, Humans, and the Environment	3
4.4 The geography and natural resources of New York affect where and how people live. Humans have modified their environment by altering the physical landscape and harvesting or mining natural resources.	<p>4.4.a Physical and political maps of New York show the location of rivers, lakes, mountains, waterways, highways, and railroads, all of which have an impact on where and how people live and interact with each other.</p> <p>4.4.b New York is organized into counties and regions and has both industrial and agrarian areas where people have developed lifestyles that support these modes of economic production.</p> <p>4.4.c Some areas of the state have been reserved as state parks or preserves to allow for various types of recreation and to preserve the natural landscape and native species of New York.</p> <p>4.4.d Types of housing, forms of agriculture and economic production, development of cities, and the construction of transportation systems and structures are examples of ways in which people</p>	Geography, Humans, and the Environment	3

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	have adapted to and altered the physical environment in New York.		
<b><i>History of the United States and New York</i></b>			
4.5 Native American groups, chiefly the Iroquois and the Algonquin, inhabited New York in the early period of its history. Native Americans had unique settlement patterns, and ways of interacting with the environment.	<p>4.5.a Native American groups made careful use of the physical environment as they migrated to and settled across New York.</p> <p>4.5.b Belief systems, ways of living, and social structures varied across Native American groups in New York and the United States.</p> <p>4.5.c Native American groups developed political practices that included a consensus model of decision making, and these practices influenced the development of United States democracy.</p> <p>4.5.d Native American communities made significant contributions to the development of the United States and New York.</p>	<p>Time, Continuity, and Change</p> <p>Geography, Humans, and the Environment</p> <p>Development, Movement, and Interaction of Cultures</p>	1, 3
4.6 The movement of Europeans and enslaved Africans into New York State led to conflicts and cultural interactions with the Native Americans.	<p>4.6.a Early interactions between Native Americans, European settlers, and enslaved and free Africans laid the foundations for a culturally diverse state.</p> <p>4.6.b Some European settlers sought more peaceful interactions with Native American groups than others.</p> <p>4.6.c The first European settlers to arrive in New York established a thriving system of trade with Native Americans.</p> <p>4.6.d Interactions between European settlers and Native Americans changed the cultures and ways of life for all groups.</p> <p>4.6.e The transatlantic slave trade impacted life and culture in New York.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Development and Transformation of Social Structures</p>	1
4.7 Under British rule, New York was a politically, economically, and socially influential colony.	<p>4.7.a Colonists came to America for a variety of economic, political, and religious reasons.</p> <p>4.7.b The New England, Middle, and Southern colonies developed unique regional identities based on the their economic systems and forms of</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction</p>	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>governance.</p> <p>4.7.d The New York colony developed as a strong commercial and financial hub of all of the British colonies.</p> <p>4.7.e The growing diversity within the New York colony encouraged the protection of religious and intellectual freedom.</p>	<p>of Cultures</p> <p>Development and Transformation of Social Structures</p>	
<p>4.8 The American Revolution resulted from growing conflicts between Great Britain and the 13 colonies over the issues of political and economic self-rule and the intellectual beliefs about natural rights and the purpose of government.</p>	<p>4.8.a European political systems and thought influenced the development of colonial self-governance.</p> <p>4.8.b Production, distribution, and consumption of goods created conflict within the economic relationship between Great Britain and the 13 American colonies.</p> <p>4.8.c Conflicts existed between the American colonies and the British based on the ideas of individual rights.</p> <p>4.8.d Colonial leaders from New York and other colonies helped organize people to support the protests against Great Britain as the American colonists sought greater political and economic self-rule.</p> <p>4.8.e Representatives from New York helped write the Declaration of Independence and mobilize the colonies for war.</p> <p>4.8.f New York played a significant role during the American Revolution in terms of geography, leadership, and decisive military strategies.</p> <p>4.8.g During the American Revolution, some New Yorkers remained loyal to the British, while others fully supported the war for independence.</p> <p>4.8.h In trying to maintain their sovereignty, the Native American groups were split between support for the British and the Americans.</p>	<p>Time, Continuity, and Change</p> <p>Production, Distribution, and Expansion of Economic Systems</p> <p>Power, Governance, and Authority</p>	<p>1</p>
<p>4.9 The foundations for the new United States government and the principles guiding the</p>	<p>4.9.a The Declaration of Independence outlined the reasons for separating from Great Britain, as well as essential American beliefs and values regarding</p>	<p>Time, Continuity, and Change</p>	<p>1, 5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>American democratic system are expressed in the Declaration of Independence and in the constitutions of the State of New York and the United States of America.</p>	<p>democratic government.</p> <p>4.9.b The United States and New York constitutions describe the basic rights of people and the essential function and structure of their respective governments.</p> <p>4.9.c The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.</p> <p>4.9.d The Bill of Rights codifies fundamental American rights and freedoms; the amendment process allows the United States Constitution to evolve and change to meet the needs of the people. NOTE: Amendment process is in Article V of the Constitution, not in the Bill of Rights.</p> <p>4.9.e The people of New York are affected by both the United States and New York constitutions.</p>	<p>Power, Governance, and Authority</p> <p>Civic Ideals and Practices</p>	
<p>4.10 New York State has faced economic, political, and social challenges as the diversity of its population has changed and its settlement patterns shifted.</p>	<p>4.10.a New York has experienced different waves of population growth through immigration and domestic migration, and these waves have influenced the economic and political systems within the state.</p> <p>4.10.b New York continues to be a culturally, economically, and socially diverse state. Different cultures have exchanged and blended their traditions to create a vibrant, multicultural state.</p> <p>4.10.c At times, the cultural, racial, and ethnic diversity of the state has led to conflict, prejudice, and discrimination.</p> <p>4.10.d Population shifts and urbanization have also placed pressure on New York to provide needed community services and resources to its urban and rural centers.</p> <p>4.10.e Urbanization and industrialization have had an impact on the natural environment in New York, resulting in pollution and the need for environmental protection efforts.</p>	<p>Time, Continuity, and Change</p> <p>Geography, Humans, and the Environment</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Civic Ideals and Practices</p>	<p>1, 4</p>
<p>4.11 Each century, including the 21<sup>st</sup>, has brought new political,</p>	<p>4.11.a Major eras and events in United States history have impacted and been impacted by New York and</p>	<p>Time, Continuity, and</p>	<p>1, 4</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
social, and economic challenges and opportunities to the state.	<p>its citizens.</p> <p>4.11.b As New York became increasingly industrialized, it emerged as an economic power within the United States.</p> <p>4.11.c A major financial and transportation center, New York has been challenged by corruption and economic decline but has also led the nation out of depression and into times of prosperity.</p> <p>4.11.d New York has been a major center of activity for social changes that have transformed the United States, particularly the struggle for rights by marginalized groups including African Americans and women.</p> <p>4.11.e Historically and currently, New York has played an important role in the development of arts, science, and culture within the United States.</p> <p>4.11.f New York in the 21st century struggles to provide equitable resources, including access to quality education and health care, to all its citizens, and to recognize the diverse groups of people who live here, including the Native American nations.</p>	<p>Change</p> <p>Creation, Expansion, and Interaction of Economic Systems</p>	
<b><i>Governance and Citizenship in New York</i></b>			
4.12 Systems of government exist at the local, county, state, and federal level within the United States to create and enforce laws to protect the people and general interests of the community, state, and nation.	<p>4.12.a Both the United States and New York governments are organized into executive, legislative, and judicial branches, each designed to address specific issues and concerns.</p> <p>4.12.b Both the United States and New York State governments include a bicameral legislature whose function is to create laws that represent the interests and needs of citizens.</p> <p>4.12.c The executive branches are charged with enforcing laws, and New Yorkers and elected officials sometimes disagree with laws passed by the legislature.</p> <p>4.12.d The political systems of New York and the United States include processes to repeal, amend,</p>	<p>Civic Ideals and Practices</p> <p>Power, Authority, and Governance</p>	5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	and change laws.		
4.13 There are many formal and informal ways for citizens to have an impact on their community, state, and nation.	<p>4.13.a The United States democratic system requires active participation from its citizens.</p> <p>4.13.b The New York and United States constitutions, as well as local government charters, detail formal ways that citizens can participate in their government through practices such as voting and inclusion in political meetings.</p> <p>4.13.c Young people are finding new and innovative ways, including the use of social media, to participate in and change their communities and to influence state and national politics.</p> <p>4.13.d There are several pathways for immigrants to become United States citizens and obtain all the rights of citizenship.</p> <p>4.13.e Citizens can participate in political decision making and problem solving at the local, state, and national levels.</p>	<p>Civic Ideals and Practices</p> <p>Power, Authority, and Governance</p>	5
<b><i>New York Economy Contributes to the Country and World</i></b>			
4.14 Technological innovations in the state have sparked economic growth as New York has developed during its history.	<p>4.14.a New technological discoveries and the actions of business entrepreneurs have enabled manufacturing, industries, and banking to flourish in New York.</p> <p>4.14.b The extensive development of roads, canals, railroads, and airports has allowed people, goods, and ideas to move into, through, and out of the state.</p> <p>4.14.c New York has a network of research facilities, universities, and businesses fueling ongoing innovation in the state.</p> <p>4.14.d Creativity and innovation have led to improvements in access to information and the creation of new products and services.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Science, Technology, and Innovation</p>	4
4.15 New York provides important economic goods and services to	4.15.a New York continues to have active agrarian centers where farmers grow, sell, and export a	Creation, Expansion, and Interaction of	4,3

Key Ideas	Conceptual Understandings	Theme(s)	Standard
its citizens, as well as the United States and world.	<p>variety of fruits, vegetables, and dairy products.</p> <p>4.15.b Different cities in New York are known for the products they manufacture and the services they provide.</p> <p>4.15.c Although New York City is a global center of banking and commerce, the wealth of the state is not spread equally across regions or people in the state.</p>	<p>Economic Systems</p> <p>Global Connections and Exchange</p>	

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## Grades 5-8 Common Core Literacy Skills and Social Studies Practices

### Common Core Literacy Skills, Grades 5-8

#### Reading

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

##### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally)
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

##### *Integration of Knowledge and Ideas*

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

##### *Range of Reading and Level of Text Complexity*

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

#### Writing

##### *Text Types and Purposes*

1. Write arguments focused on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. (See note: not applicable as a separate requirement)  
Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

#### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### **Research**

##### *Research to Build and Present Knowledge*

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

##### *Range of Writing*

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## *Social Studies Practices, Grades 5-8*

### ***Chronological Reasoning and Causation***

- 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
- Identify causes and effects using examples from current grade level content and historical ideas and events
- Identify, analyze, and evaluate relationship between multiple causes and effects
- Distinguish between long-term and immediate causes and effects (time, continuity, and change)
- Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time
- Recognize that changing the periodization affects the historical narrative
- Relate patterns of continuity and change to larger historical processes and themes
- Identify and describe models of historical periodization that historians use to categorize events

### ***Comparison and Contextualization***

- Identify similarities and differences among geographic regions using specific geographic vocabulary
- Identify and compare multiple perspectives on a given historical experience
- Identify similarities and differences between historical developments over time within a similar cultural and geographical context
- Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts)
- Describe the relationship between geography, economics, and history as a context for events and movements
- Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes

### ***Geographic Reasoning***

- Ask geographic questions about where places are located and why their location is important
- Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content
- 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
- Recognize and interpret (at different scales) the relationships among patterns and processes
- Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations
- Characterize and analyze changing interconnections among places and regions

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

- Define and frame questions about events and the world in which we live and use evidence to answer these questions
- 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)
- Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence

- Describe and analyze arguments of others
- Make inferences and draw conclusions from evidence
- Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific Social Studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources

***The Role of the Individual in Social and Political Participation***

- Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints
- Participate in activities that focus on a classroom, school, community, state, or national issue or problem
- Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies
- Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies
- Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate
- Identify situations in which social actions are required and determine an appropriate course of action
- Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights
- 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

## *Grades 5-8 Key Ideas and Conceptual Understandings*

### **Grade 5-6 Grade Band**

In Grades 5 and 6, students study the world through civilizations, nations, and regions. The courses distinguish between the Americas and the Eastern Hemisphere (Africa, Asia, Europe, and Oceania). Each course is divided into four sections—Geography, Humans, and the Environment of the Western Hemisphere; Time, Continuity, and Change; Power, Authority, and Governance; and Creation, Expansion, and Interaction of Economic Systems. The sections can be studied in this order or teachers can teach themes, regions, or places that are cross-cutting. Both courses emphasize the skills of geographic reasoning and social and political participation, although each pays attention to chronological reasoning and causation. Students continue to gather, use, and interpret evidence and to make comparisons across contexts. The courses span the time of human settlement, migration, and development in the Americas and the Eastern Hemisphere, but also emphasize the geographic and resources issues, political systems, and economic production patterns that shape the lives of people and the endeavors of international organizations today.

### **Grade 7-8 Grade Band**

In Grades 7 and 8, students will examine the United States and New York through an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North and South America by Native Americans and ending with an examination of the U.S. in the 21<sup>st</sup> century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history. The courses stress the lens of social history over that of political history.

### **Grade 5: The United States, Canada, and Latin America**

“The United States, Canada, and Latin America” is a study of the Western Hemisphere. The course introduces students to the complex relationships between people and their environment and how each shapes the other. The historical section begins with the settlement of Native Americans and then moves on to study the interaction of Native Americans, Europeans, and Africans, periods of colonization and revolution, and the expansion and development of the 21<sup>st</sup> century and how these historic eras and events changed Native Americans and the American landscape. The section on governance teaches students about the different types of political systems that maintain order in these nation-states and the roles of citizens therein. The section emphasizes that not all regimes are guided by the protection of individual rights and that different groups of people have different access to power and wealth within these nation-states. In the study of economics, students learn about the ways nation-states respond to scarce resources, the distribution of production and transportation within countries, and the economic interaction of nations within the Western Hemisphere.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Geography, Humans, and the Environment of the Western Hemisphere</i></b>			
<p>5.1. The Western Hemisphere, comprised of North and South America, has an expansive and varied geography comprised of different regions, physical features, climates, and human communities.</p>	<p>5.1.a The physical landscape of North and South America shows both great variation and unifying patterns.</p> <p>5.1.b The extensive biodiversity in North and South America produces unique biomes and species of plants and animals.</p> <p>5.1.c North and South America can be divided into regions that share common human and/or physical features.</p> <p>5.1.d The physical environment, human culture, and economic and political structures all influence the unique sense of place of a region.</p>	<p>Geography, Humans, and the Environment</p>	<p>3</p>
<p>5.2 The physical environment and natural resources in North and South America encouraged development of the first human settlements and cultural systems by Native Americans.</p>	<p>5.2.a Physical systems influence patterns of human migration and settlement in North and South America.</p> <p>5.2.b The varied physical environments across North and South America are reflected in the array and diversity of human settlements that appear across the region.</p> <p>5.2.c Different types of structures, forms of agriculture, and location of urban centers are examples of ways people adapt to the physical landscape to form settlements.</p> <p>5.2.d Human settlements modify the physical landscape and environment by creating transportation systems, industries, and methods to harness and control natural resources.</p>	<p>Geography, Humans, and the Environment</p> <p>Development, Movement, and Interaction of Cultures</p>	<p>1, 2, 3</p>
<p>5.3 Over time, different ethnic, religious, and national groups, including Native Americans, have contributed to the cultural diversity of the nations and regions in North and South America by sharing their customs, beliefs, ideas, and languages.</p>	<p>5.3.a Cultures and societies described as civilizations share certain common characteristics, including the development of economic systems, urban centers, centralized governments, complex technologies and social structures.</p> <p>5.3.b Nation-states within North and South America have developed over time and contain multiple diverse ethnic and religious groups.</p> <p>5.3.c Different ethnic groups share their various customs, beliefs, ideas, languages, and religions</p>	<p>Development, Movement, and Interaction of Cultures</p>	<p>1, 2</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	creating culturally diverse nations and regions and leading to cultural integration.		
<b><i>Time, Continuity, and Change in the Western Hemisphere</i></b>			
5.4 Major social, political, economic, and cultural shifts in Europe resulted in an Age of Exploration and Encounter in the 15th century that brought explorers, European settlers, and Africans to North and South America and changed people's understanding of the world.	<p>5.4.a European migration and settlement reflected and altered people's views and understanding of the world.</p> <p>5.4.b Competition for natural resources led to particular settlement patterns for Europeans and interactions with Native American peoples.</p> <p>5.4.c European and Native American settlement had an impact on physical and human environments, with both positive and negative effects.</p> <p>5.4.d Cultural diffusion between Europeans and Native Americans reshaped the lives and beliefs of all groups.</p> <p>5.4.e Differing belief systems of Native Americans and Europeans created social and political inequalities in the Americas.</p>	<p>Development, Movement, and Interaction of Cultures</p> <p>Time, Continuity, and Change</p> <p>Global Connections and Exchange</p>	1, 2
5.5 Across time and place, the people of the Western Hemisphere have held differing beliefs regarding power, authority, governance, and law resulting in dynamic periods of colonial rule, revolutions, and state building.	<p>5.5.a During colonial eras, Europeans held beliefs about power and economic needs that led them to colonize and exert control over other lands and people.</p> <p>5.5.b Periods of revolution freed people from colonial authority.</p> <p>5.5.c Following revolutions, former colonial states worked to organize diverse peoples and regions into nation-states with a common government, economy, and national identity.</p> <p>5.5.d Although colonial oppression was one catalyst for revolution, new nations used race, religion, gender, and economic status to officially and unofficially differentiate treatment of the population.</p>	<p>Time, Continuity, and Change</p> <p>Power, Governance, and Authority</p>	1, 2, 5
5.6 The forces of expansion and migration have affected nations and cultures throughout the Western Hemisphere, resulting in	<p>5.6.a Geographic characteristics found in particular regions have served to aid expansion and the connection with other societies.</p> <p>5.6.b Growth of industrialization led to the</p>	<p>Time, Continuity, and Change</p> <p>Geography, Humans, and the</p>	1, 2, 3

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>population shifts, development of urban centers, displacement of native cultures, and imperial conflicts.</p>	<p>development of urban areas and shifted populations and centers of wealth.</p> <p>5.6.c People leave their homes and move to other places within their countries or other countries for economic, political, and cultural reasons.</p> <p>5.6.d The movement of human population has led to the displacement of indigenous groups—often through force and aggression.</p>	<p>Environment</p>	
<p><b><i>Power, Authority, and Governance in the Western Hemisphere</i></b></p>			
<p>5.7 Over time, different political systems have developed in the nations of the Western Hemisphere, and these governments maintain order, provide security, and protect individual rights in different ways.</p>	<p>5.7.a Colonial histories, political and social values, religious institutions, and spatial arrangement of people and physical features contribute to the types of political systems found in the Western Hemisphere.</p> <p>5.7.b Oligarchy, republic, and military dictatorship are political systems of the Western Hemisphere that govern differently.</p> <p>5.7.c Governments make laws and enforce them in different ways to maintain order and security within a country or community.</p>	<p>Power, Authority, and Governance</p>	<p>5</p>
<p>5.8 The roles of citizenship and individual rights are defined by different constitutions and governing systems in the Western Hemisphere, and these definitions and who has been included in them have changed over time.</p>	<p>5.8.a Citizens have different rights and responsibilities in the nations of the Western Hemisphere.</p> <p>5.8.b Women and other minority groups have not always been granted the rights of citizenship in the nations of the Western Hemisphere.</p> <p>5.8.c Most constitutions of nations in the Western Hemisphere have added statements about the protection of individual rights of their citizens.</p>	<p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p>	<p>5</p>
<p>5.9 Across time and place, different cultural groups and populations have struggled and fought for civil rights and equality using different means, and the sources of power and authority in the Western Hemisphere nations have responded to issues of justice and inequality with</p>	<p>5.9.a The concept of justice suggests that the rules of the government should be applied equally to all people.</p> <p>5.9.b Groups of people, particularly groups of women, Native Americans, African Americans, and other cultural, ethnic, and racial minorities in Western Hemisphere countries have responded to inequality and injustice with a variety of tactics.</p> <p>5.9.c Citizens find ways to confront and challenge their</p>	<p>Power, Authority, and Governance</p> <p>Development and Transformation of Social Structures</p> <p>Civic Ideals</p>	<p>1, 2, 5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
different approaches.	<p>government.</p> <p>5.9.d Protests by groups of people have led to increased individual rights, but they have also intensified the suppression of rights.</p>	and Practices	
5.10 Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.	<p>5.10.a Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.</p> <p>5.10.b The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.</p> <p>5.10.c When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.</p>	<p>Power, Authority, and Governance</p> <p>Global Connections and Exchange</p>	1, 2
<b><i>Creation, Expansion, and Interaction of Economic Systems in the Western Hemisphere</i></b>			
5.11 The types and availability of natural resources shape the economic systems of nations in North and South America and play a strong role in determining the overall strength and influence of those nations.	<p>5.11.a The physical features, climate, and natural resources of North and South America enable different kinds of agricultural and industrial production and development.</p> <p>5.11.b Governments make rules that regulate types of economic production.</p> <p>5.11.c The strength and influence of a nation are partially determined by the size and health of its economy.</p>	Creation, Expansion, and Interaction of Economic Systems	4
5.12 Over time, nations have shifted and transformed their economic systems.	<p>5.12.a Physical, political, and other thematic maps can be used to show the relationship between agrarian and industrial systems, land use, access to transportation systems, and size of settlements.</p> <p>5.12.b Transportation systems within and between nations allow for the movement of raw materials and goods from farmlands and mines to industrial areas where goods are produced or consumed.</p> <p>5.12.c People in agrarian and industrial areas develop</p>	Creation, Expansion, and Interaction of Economic Systems	4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	different lifestyles related to their modes of economic production.		
5.13 Nations of North and South America depend on one another for various resources and products they need.	<p>5.13.a Some nations have a comparative advantage in the production of goods and services.</p> <p>5.13.b Nations trade with other nations to meet economic needs that they cannot meet alone.</p> <p>5.13.c Issues of scarcity and supply and demand impact how economic needs are met.</p> <p>5.13.d The North American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO) are examples of groups which regulate trade between nations.</p> <p>5.13.e The World Bank and the International Monetary Fund (IMF) loan money to support nations in need. These lending policies have drawn criticism from some groups due to the requirements and regulations that frequently accompany the loans.</p>	Creation, Expansion, and Interaction of Economic Systems	4
5.14 Economic systems among nations and regions are becoming increasingly interdependent.	<p>5.14.a Global interdependence suggests that national economic systems rely on and affect one another.</p> <p>5.14.b Nations have trade and money investments in other nations, and when one nation struggles economically or financially, this can affect the global community.</p>	Creation, Expansion, and Interaction of Economic Systems  Global Connections and Exchange	4

## Grades 6: The Eastern Hemisphere

“The Eastern Hemisphere” surveys the Eastern Hemisphere (Africa, Asia, Europe, and Oceania). The units on geography, economic systems, and governance are not period specific and allow teachers to examine these concepts both today and in the past. The historic portion of the course focuses on civilizations between 8000 BCE and 600 CE. The course introduces students to the complex relationships between people and their environment with particular attention to the diverse ways people shape and are shaped by their environment across the Eastern Hemisphere. Students learn that there is great variation across the hemisphere. Students study the multiple ways societies organize themselves, social and scientific achievements, and the religious systems that guide and distinguish civilizations. The comparative study of political systems in the Eastern Hemisphere introduces students to the structure of, role of citizens in, and protection of individual and human rights in aristocracies, theocracies, monarchies, dictatorships, oligarchies, and democracies. The course also teaches students about international organizations and institutions that promote peace, global health, and cultural understanding. A significant portion of the course focuses on the study of ancient civilizations and empires giving a context through which to examine the concepts of society, economy, and governance. This study also provides students with the foundational topics for global history.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Geography, Humans, and the Environment of the Eastern Hemisphere</i></b>			
6.1 The Eastern Hemisphere has an expansive and varied geography comprised of different regions, physical features, climates, and human communities. The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.	<p>6.1.a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Eastern Hemisphere.</p> <p>6.1.b The Eastern Hemisphere can be divided into various geographic regions based on physical features, human characteristics, or both.</p> <p>6.1.c The physical diversity of the Eastern Hemisphere affects the varied spread of settlements in Africa, Asia, Europe, and Oceania.</p>	Geography, Humans, and the Environment	3
6.2 The physical environment and natural resources of the Eastern Hemisphere promoted development of the first human settlements and cultural systems.	<p>6.2.a Early Eastern Hemisphere settlements made use of fertile lands along rivers to sustain their communities.</p> <p>6.2.b Human populations that settled along rivers, in rainforests, along oceans, in deserts, and in mountains made use of the resources and landscapes</p>	Geography, Humans, and the Environment  Development, Movement, and Interaction of	2, 3

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	around them in developing distinct ways of life.	Cultures	
<p>6.3 Civilizations across the Eastern Hemisphere are characterized by centralized governments, advanced commerce and trade systems, and complex social hierarchies. These civilizations are influenced by scientific and cultural achievements of civilizations that came before them.</p>	<p>6.3.a Humans living together develop specific patterns of governance and geographic arrangement that allow them to manage their society.</p> <p>6.3.b Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p>6.3.c Civilizations create systems for locating and producing the materials they need and/or for trading with other communities to acquire these goods.</p> <p>6.3.d Social hierarchies within civilizations mean that people have different roles and different access to power and wealth.</p> <p>6.3.e Ancient and classical civilizations in the Eastern Hemisphere made scientific, cultural, and political discoveries that have shaped the world today.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Science, Technology, and Innovation</p> <p>Development and Transformation of Social Structures</p>	2
<b><i>Time, Continuity and Change in the Eastern Hemisphere (8000 BCE – 600 CE)</i></b>			
<p>6.4 The Neolithic Revolution was a technological development that radically changed the nature of human society and led the way to more stable human settlements and communities.</p>	<p>6.4.a Patterns in global turning points and events allow the histories of the Eastern Hemisphere to be divided into time periods, eras, or ages.</p> <p>6.3.b Various types of revolutions throughout history mark significant changes to the political, economic, cultural, or social systems in which human societies live.</p> <p>6.3.c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form stationary settlements.</p> <p>6.3.d Early human settlements relied on favorable geographic areas where humans could adapt these environments to produce food and build shelters.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p>	2
<p>6.5 As the ancient river valley civilizations turned to agriculture, world populations grew, and as a result, these civilizations created centralized systems of</p>	<p>6.5.a Many ancient civilizations made use of and learned to adapt to powerful rivers that produced fertile farming lands, materials for shelter, and water for the movement of goods and people.</p> <p>6.5.b Many of the beliefs, traditions, and technologies</p>		2

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>government to provide structure and order.</p>	<p>in early river civilizations reflected respect for and reliance on rivers.</p> <p>6.5.c Stationary settlements became civilizations in which humans living together developed specific patterns of governance and geographic arrangement that allowed them to manage their society.</p> <p>6.5.d Settlements of people left behind artifacts that archaeologists collect to learn more about the lives of people.</p> <p>6.5.e The achievements, values, and structures of ancient societies shaped classical civilizations and are reflected in contemporary societies.</p>		
<p>6.6 Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to impact the world today.</p>	<p>6.6.a The classical era was marked by an increase in the number and size of civilizations.</p> <p>6.6.b Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens.</p> <p>6.6.c Social divisions in classical civilizations meant that some people had more access to power and wealth.</p> <p>6.6.d Classical civilizations were able to specialize their production of goods because of trade and interaction with other civilizations.</p> <p>6.6.e Classical trade routes show the breadth of travel around the globe and reflect the limitations of physical geography.</p> <p>6.6.f Ancient civilizations made scientific, cultural, and political discoveries that have shaped our understanding of the world today.</p>	<p>Development, Movement, and Interaction of Cultures</p> <p>Development and Transformation of Social Structures</p>	<p>2</p>
<p>6.7 Major religions and belief systems developed as civilizations grew, which unified societies, but also became a major source of tension and conflict.</p>	<p>6.7.a Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work.</p> <p>6.7.b Over time, civilizations developed belief systems and religions that differed across place but shared similar themes.</p> <p>6.7.c Belief systems and religions unify groups of</p>	<p>Development, Movement, and Interaction of Cultures</p>	<p>2</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>people and are woven into the social organization of societies.</p> <p>6.7.d Differences between belief systems and disputes over lands associated with religious groups have created tension and conflict between peoples.</p>		
<p>6.8 From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere. Long distance trade routes promoted interregional trade, cultural exchanges and diffusion, and the desire to expand empires and influence.</p>	<p>6.8.a Civilizations design technologies for transportation that allow them to traverse challenging landscapes and move people and goods efficiently.</p> <p>6.8.b The comparative advantage some civilizations had in producing certain goods, growing particular crops, or collecting important mineral resources encouraged trade among civilizations.</p> <p>6.8.c The interaction of people along trade routes promoted the exchange of language, belief systems, tools, intellectual ideas, and inventions.</p> <p>6.8.d Extensive global trade routes map the diffusion of belief systems, language, crops, and inventions across the Eastern Hemisphere and between the Eastern and Western Hemispheres.</p>	<p>Development, Movement, and Interaction of Cultures</p> <p>Global Connections and Exchange</p> <p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>2, 4</p>
<b><i>Power, Authority, and Governance in the Eastern Hemisphere</i></b>			
<p>6.9 As settlement patterns changed and civilizations developed, new forms of political order were created to meet the more complex needs of societies and to maintain order, provide security, and protect individual rights in different ways.</p>	<p>6.9.a Aristocracies, theocracies, monarchies, kinship systems, dictatorships, oligarchies, and democracies have flourished at different times in different Eastern Hemisphere nations and empires.</p> <p>6.9.b Each of these political systems has had different ways of selecting leaders, making laws, enforcing order, and protecting, and sometimes infringing upon, individual rights.</p> <p>6.9.c Religious values, nationalism, and humanist philosophies have shaped political systems in the Eastern Hemisphere.</p>	<p>Power, Authority, and Governance</p> <p>Time, Continuity, and Change</p>	<p>2, 5</p>
<p>6.10 Different roles of citizenship and individual rights and responsibilities are defined in different constitutions and governing systems across the</p>	<p>6.10.a Constitutions in many Eastern Hemisphere nations outline the functions of the government and the rights and responsibilities of the people.</p> <p>6.10.b The nations of the Eastern Hemisphere reveal</p>	<p>Power, Authority, and Governance</p> <p>Civic Ideals and</p>	<p>5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
Eastern Hemisphere.	<p>a multitude of ways for people to be involved in their government.</p> <p>6.10.c Democratizers in Asia and Africa have included or proposed extensive lists of human rights in their constitutions in response to the lack of human rights experienced before and during European colonialism.</p> <p>6.10.d Some governments suppress the individual rights of their citizens.</p> <p>6.10.e Women and people in minority racial, ethnic, or religious groups face struggles for justice and equal rights in countries across the Eastern Hemisphere.</p>	Practices	
6.11 Increasingly, the nations of the Eastern Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.	<p>6.11.a Continental and regional alliances in Africa, Asia, and Europe intend to promote economic development, secure military protection, and support cooperation among countries in the alliance.</p> <p>6.11.b Monetary loans from the World Bank and the International Monetary Fund have had varying impacts on countries in Africa, Asia, Eastern Europe, and Oceania.</p> <p>6.11.c The United Nations works to promote peace and cooperation between nations and to protect the rights of women, indigenous peoples, children, and other minority or marginalized groups in the Eastern Hemisphere.</p>	<p>Power, Authority, and Governance</p> <p>Global Connections and Exchange</p>	2, 4, 5
<b><i>Creation, Expansion, and Interaction of Economic Systems in the Eastern Hemisphere</i></b>			
6.12 The types and availability of natural resources shape the economic systems of nations in the Eastern Hemisphere and play a strong role in determining the strength and influence of those nations.	<p>6.12.a The economic system of a nation determines how goods are produced and distributed and the role of the government in that process.</p> <p>6.12.b There is an economic gap between Eastern Hemisphere nations that extract natural resources and those that make and distribute finished products.</p> <p>6.12.c The economic health of a nation is measured by factors such as gross domestic product, literacy rate, trade balance, and infant mortality rates.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Geography, Humans, and the Environment</p>	3, 4
6.13 The study of urban and suburban communities across	6.13.a The organization – layout, types of jobs available to people, locations – of urban areas varies	Creation, Expansion, and	4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>the Eastern Hemisphere reveals differences between urban and rural ways of living, as well as regional differences in the types of urban and rural areas.</p>	<p>across the Eastern Hemisphere.</p> <p>6.13.b Increased urbanization and climate/environmental challenges have affected the function, survival, and way of life in rural areas in different ways across the Eastern Hemisphere.</p> <p>6.13.c The economic systems in urban and rural areas affect the values and ways of life in these communities.</p>	<p>Interaction of Economic Systems</p> <p>Global Connections and Exchange</p>	

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## Grade 7: The United States and New York History I

Part I of “The United States and New York History” encompasses the settlement of the Americas through Reconstruction in 1877. The course is divided into four sections that each pay attention to the movement and culture of people, the changing politics and access to citizenship, the interaction of people with their environment, and the forms of production that distinguish regions and types of communities throughout United States history. The course begins with a study of the interaction of Native Americans, Europeans, and Africans in North America and the (positive and negative) impacts the groups had on one another and the formation of a new country. The course gives detailed attention to the American Revolution, the philosophies underlying it, and the resulting form of government that organized people in and defined the United States. A section on Expansion and Reform spans 1800 to 1861 and examines how and why the United States expanded, the effects of expansion on Native Americans, and the origins of a sectional divide based on culture, economy, and politics. The course concludes with a study of the Civil War that divided the nation and the era of Reconstruction that reunified the nation.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Three Worlds Meet and Colonization of the Americas (Beginnings to 1750s)</i></b>			
7.1 The physical environment and natural resources of North and South America encouraged development of the first human settlements and cultural systems of Native Americans. The settlements and civilizations established by Native Americans varied widely across North and South America.	<p>7.1.a Physical systems influenced patterns of human migration and settlement in North and South America.</p> <p>7.1.b Humans interacted with their physical environment in developing diverse civilizations in North and South America.</p> <p>7.1.c There is a diverse array of how humans have created civilizations and communities in the Western Hemisphere.</p> <p>7.1.d Native American civilizations developed belief systems, governments, infrastructures, social structures, and systems of writing and/or mathematics.</p>	<p>Geography, Humans, and the Environment</p> <p>Development, Movement, and Interaction of Cultures</p>	1, 3
7.2 As a result of the Age of Exploration and Encounter in the 15th and 16th centuries, the Spanish, Portuguese, French, Dutch, and eventually British developed settlements and colonies in the Americas, establishing colonial regimes with different political, social, and economic structures.	<p>7.2.a Scientific beliefs about the shape and organization of the world, as well as political alliances and competitions, fostered an era of exploration.</p> <p>7.2.b New forms of production in Europe encouraged European nations to look elsewhere in the world for natural resources and markets for trade.</p> <p>7.2.c Religious conflict and persecution caused some groups to leave their home countries and eventually emigrate to the Americas in search of religious freedom.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Global</p>	1, 2

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	7.2d European nations created settlements in the Americas that differed in their motivations for settlement, their economic activities in the Americas, and their relationship with Native Americans.	Connections and Exchange	
7.3 The American colonies were established based on distinct economic, religious, or political goals. The colonists adapted ideas from their European heritage to develop new political and religious institutions and economic systems. The differing political, economic, and social structures of the British New England, Middle, and Southern colonies led to regional differences among the colonies.	<p>7.3.a European settlements in North America were established for a variety of economic, religious, and political reasons.</p> <p>7.3.b The reasons for the settlement shaped the political, religious, and economic institutions as well as relationships with European countries.</p> <p>7.3.c Differences in climate, landscape, access to water routes, and sources of labor led to different economies in the New England, Middle, and Southern colonies.</p> <p>7.3.d Systems of labor and economies in the New England, Middle, and Southern colonies affected social structures.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p> <p>Development and Transformation of Social Structures</p>	1, 5
7.4 The slave labor system that was introduced in the Americas and the loss of Native American lives as a result of the encounter with Europeans had a lasting impact on the development of the United States and American culture.	<p>7.4.a Indentured servitude and tributes of labor were early systems that made Africans, economically disadvantaged Europeans, and Native Americans indebted to prosperous Europeans in the American colonies.</p> <p>7.4.b Economic desires led colonists to claim fertile lands and displace Native Americans already living there.</p> <p>7.4.c The inequitable economic system in the colonial era shaped the economy and culture of the United States.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p>	1
<b><i>War for Independence and Formation of a New Nation</i></b>			
7.5 Growing tension over political power and economic issues fueled a desire and movement for independence from Great Britain. The Declaration of Independence summarizes American political ideas regarding rights and the purpose of government.	<p>7.5.a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and between the colonies and Great Britain.</p> <p>7.5.b Social, political, and economic imbalances created tension between Great Britain and the American colonies.</p> <p>7.5.c British political and economic policies toward the colonies resulted in varied colonial responses, including protests and dissent.</p> <p>7.5.d Civic values and individual rights were debated</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p>	1, 5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>among the American colonists, reflecting different perspectives about a potential separation from Great Britain.</p> <p>7.5.e Some American colonists outlined their grievances against British policies in various ways and ultimately called for separation from Great Britain In the Declaration of Independence.</p> <p>7.5.f The Declaration of Independence continues to represent American political ideals and values regarding representative government and natural rights.</p>		
<p>7.6 The course and outcome of the American Revolution was defined by actions of both British and colonial leaders, strategic battles, and crucial military and economic alliances.</p>	<p>7.6.a Military strategies that defined the course of the American Revolution on both sides were shaped by geographic, political, technological, and economic factors.</p> <p>7.6.b Alliances, economic aid, and diplomatic relations with foreign nations influenced the outcome of the American Revolution.</p> <p>7.6.c American leaders emerged as a result of the war based on the military, political, or diplomatic roles they played. These leaders served as the architects of the new nation’s government.</p>	<p>Time, Continuity, and Change</p>	<p>1, 3</p>
<p>7.7 The newly independent colonies faced political and economic struggles as they worked to develop a new government. The fundamental democratic principles of the United States Constitution, a document that is adaptable to the evolving needs of the nation, serves as the foundation of the United States government today and outlines essential American rights.</p>	<p>7.7.a Throughout the Revolutionary War, the American colonies struggled to unify their differing social, political, and economic traditions, perspectives, and institutions to focus on the common goal of independence.</p> <p>7.7.b The Articles of Confederation was a form of government that loosely united the states, but maintained a large degree of individual state sovereignty.</p> <p>7.7.c The lack of a strong central government under the Articles of Confederation offered some advantages, but presented numerous challenges to the young nation.</p> <p>7.7.d The Constitution, which replaced the Articles of Confederation, established a democratic republic with a stronger central government.</p> <p>7.7.e A democratic republic is based on the idea of representative as opposed to direct government by the people, which was inspired by a variety of historical, intellectual, and political ideals.</p> <p>7.7.f The Constitution was developed as a “living</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p>	<p>1, 5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>document” that could respond to political and social changes in the young nation.</p> <p>7.7.g The Bill of Rights are the first ten amendments and enumerate individual freedoms not listed in the originally ratified Constitution.</p> <p>7.7h Conflict, compromise, personality, and persuasion helped shape the Constitution and the Bill of Rights.</p>		
<p>7.8 The concept of federalism – sharing power between the central government and the states – determined the political development of the United States and produced advocates for both states’ and federal rights. The new federal government struggled to define powers within its branches and its role in the new nation.</p>	<p>7.8.a. The Constitution embraced federalism as a form of government that shares powers between the federal and state governments.</p> <p>7.8.b The Constitution established three independent but equally powerful branches of government, as well as a system of checks and balances that guides the relationship between the branches.</p> <p>7.8.c Advocates for and against a strong central government were divided on issues of states' rights, federal power, and individual freedoms.</p> <p>7.8.d Compromises were needed between the states in order to ratify the Constitution, and these compromises foreshadowed future tensions and conflicts.</p> <p>7.8.e Early foreign and domestic disputes tested the strength of the Constitution, particularly regarding the separation of powers between the executive, legislative, and judicial branches of government, the system of checks and balances, and the issue of states’ rights.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p>	<p>1, 5</p>
<b><i>Expansion and Reform (1800-1861)</i></b>			
<p>7.9 Guided by various ideological values and political and economic needs, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860.</p>	<p>7.9.a Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century.</p> <p>7.9.b American values and beliefs resulted in increased westward expansion and settlement.</p> <p>7.9.c Technologies and the need for resources affected westward expansion and settlement.</p> <p>7.9.d Pioneers in western settlements faced hardships and benefits as they sought to reconcile their old lifestyles with political, social, and cultural structures in the western territories.</p> <p>7.9.e Settlement of Americans on western territories</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p>	<p>1, 3</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>affected government policies and interactions with the Native Americans who already lived there.</p>		
<p>7.10 Technological innovation led to industrialization and growth in production and trade throughout the United States.</p>	<p>7.10.a New technologies encouraged new forms of production, specialization of production, trade between communities, and the growth of businesses.</p> <p>7.10.b New technologies improved agricultural efficiency and made for easier transport of goods and ideas across the country. The geography of New York State permitted the development of the nation’s most efficient canal system which led to the emergence of New York City as the nation’s economic leader, surpassing other cities.</p> <p>7.10.c With the growth of private companies, businesses prospered but workers frequently did not share in this prosperity equally.</p>	<p>Science, Technology and Innovation</p>	<p>1</p>
<p>7.11 In addition to geographic expansion, the strength of the national government and the power of the executive branch grew significantly, sparking tensions between the advocates of states’ rights and the supporters of a strong federal government.</p>	<p>7.11.a As the nation expanded geographically, the political strength and scope of the federal government also expanded.</p> <p>7.11.b Supreme Court decisions were instrumental in elevating the power of the federal government.</p> <p>7.11.c Nationalist and nativist claims shaped domestic and foreign policy and were used to strengthen the executive branch.</p> <p>7.11.d Regional economic differences and values laid the basis for tensions between states’ rights advocates and supporters of a strong federal government.</p> <p>7.11.e The power of the president expanded through decisions and actions related to national finance and banking, expansion, and international treaties and relations.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p>	<p>1, 5</p>
<p>7.12 Unequal and oppressive social structures sparked resistance efforts by slaves and reform movements to address social, political, and economic inequalities in the United States.</p>	<p>7.12.a Early reform movements applied religious ideals and transcendentalist philosophy to respond to social problems.</p> <p>7.12.b Enslaved African Americans found a variety of ways to resist the institution of slavery.</p> <p>7.12.c Abolitionists' actions increased the awareness of slavery and motivated enslaved African Americans to take greater risks to achieve freedom in the United</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p>	<p>1</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>States.</p> <p>7.12.d Women joined the movements for abolition and temperance, and organized to advocate for women’s property rights, fair wages, education, and political equality.</p> <p>7.12.e Immigrant workers, low-wage earners, and women organized unions and political institutions to fight for safe and fair working conditions in industrialized areas.</p> <p>7.12.f Immigrant and Native American groups struggled to acquire basic rights.</p> <p>7.12.g Social reformers also illuminated the need for improvements in education and mental health care.</p>		
<b>Sectionalism, Division, and Reunion (1850s-1877)</b>			
<p>7.13 The Westward movement, growing industrialization, and the expansion of slavery increased sectional divisions and regional tensions.</p>	<p>7.13.a New technologies transformed the daily life of Americans in the United States during the 19th century.</p> <p>7.13.b Different types of industrialization, production, and trade distinguished regions of the United States.</p> <p>7.13.c The economic development of the South resulted in a greater reliance on slave labor.</p> <p>7.13.d Deeply entrenched systems of social and political inequality existed on southern plantations, in urban centers of the South, and in the growing industrial cities of the North.</p> <p>7.13.e The characteristics and impact of industrialism differed, based on the geographic and social characteristics of the North, South, and West.</p> <p>7.13.f The issues of expansion and federalism were debated between the North and South.</p> <p>7.13.g Industrialism, federalism, westward expansion, and the contested role of slavery contributed to the development of sectional conflict.</p>	<p>Time, Continuity, and Change</p> <p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Power, Authority, and Governance</p>	<p>1, 4</p>
<p>7.14 Complex economic, social, and political tensions between</p>	<p>7.14.a Beliefs about slavery and the resulting social and economic structures led to irreconcilable differences between the North and South.</p>	<p>Time, Continuity, and Change</p>	<p>1</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>northern and southern states and differing views on slavery ultimately led to the Civil War, which affected the lives of all Americans.</p>	<p>7.14.b Perspectives on the long-term causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the southern states.</p> <p>7.14.c Military and political actions affected beliefs and behaviors of civilians and the military during the Civil War.</p> <p>7.14.d African Americans, Native Americans, women, and immigrants played different roles during the Civil War, and these roles were at times challenged by white male leaders.</p> <p>7.14.e The power of the presidency expanded greatly during the Civil War, and presidential speeches, actions, and decisions of the time continue to have an impact on American life.</p> <p>7.14.f Geography, military innovations, and new modes of transportation significantly affected the outcome of the Civil War.</p> <p>7.14.g The Emancipation Proclamation helped alter the course of the war and shifted the cause of the Union to focus on the abolition of slavery.</p> <p>7.14.h The Civil War drastically affected human lives, physical infrastructure, economic capacity, and governance of the United States.</p>	<p>Power, Authority, and Governance</p>	
<p>7.15 Regional tensions following the Civil War complicated the effort to reunify the nation and define the status of African Americans.</p>	<p>7.15.a State and federal goals and policies during Reconstruction affected the political and social structures in the North and South.</p> <p>7.15.b Different approaches toward and policies for Reconstruction demonstrated the challenges to reunify the United States.</p> <p>7.15.c The amendments expanding the rights of African Americans, added to the Constitution during Reconstruction, were challenged on many levels.</p> <p>7.15.d Reconstruction had both positive and negative impacts on the lives of African Americans.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p>	<p>1</p>

## Grade 8: The United States and New York History II

Part II of “The United States and New York History” encompasses Industrialism in the 1870s through the role of the United States in a global economy today. The course is divided into six sections that each pay attention to the movement and culture of people, the changing politics and access to citizenship, the interaction of people with their environment, and the forms of production that distinguish regions and types of communities throughout U.S. history. The course begins with a section on industrialism and the progressive reforms that stemmed from the inequity and unfair conditions that arose with industrialization and urbanization. This section studies the claim of rights by women, children, labor unions, and immigrants. The next section examines America’s imperialism, isolationism, and intervention at the turn of the 20th century, leading up to the entrance of the U.S. into World War I. A third section uses a sociological lens to study life in the United States between the two world wars. A section surrounding World War II highlights the changing role of the United States in international affairs and accompanying economic and social changes at home. The Cold War section studies in depth the international political and economic issues that divided the world between 1945 and 1990 and the social and scientific impacts of this “war” on the lives and education of ordinary Americans. The last section examines the geographic, political, social, and economic issues that affect the lives of Americans at home and abroad in the 21st century.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<b><i>Industrial Society and Progressive Reforms (1870-1920)</i></b>			
8.1 The Industrial Revolution had significant consequences, including increasing urbanization, the need for a larger labor force, and the emergence of new business practices.	<p>8.1.a Continued technological developments and access to natural resources facilitated an Industrial Revolution that changed the modes of production.</p> <p>8.1.b Industrialization was significant to the United States by allowing it to develop into a strong economic system of global importance.</p> <p>8.1.c Increased industrialism expanded urban areas in the United States, particularly in Northern cities.</p> <p>8.1.d The demand for labor in urban industrial areas resulted in increased migration from rural areas and a steep rise in immigration to the United States.</p> <p>8.1.e Business owners developed practices that increased their profits and efficiency.</p> <p>8.1.f Unions emerged in response to tensions between industry and labor.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p> <p>Geography, Humans, and the Environment</p>	1, 3, 4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
8.2 New technologies and opportunities led a migration into claimed Western lands.	<p>8.2.a Political, economic, and technological opportunities increased settlement of the West after the Civil War.</p> <p>8.2.b American settlers and the government continued the conflict with Native Americans over settlement of Western lands between 1864 and 1890.</p> <p>8.2.c Differing cultural, economic, and social systems affected the lives of settlers on the Western frontier from 1864 to 1890.</p> <p>8.2.d The Populist movement in the late 1800s was a reform movement that promoted the interests of farmers and sought to limit the power of the elite.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p> <p>Geography, Humans, and the Environment</p>	
8.3 Urban problems resulting from industrialization sparked the Progressive movement and increased the calls for reform and equality by various groups.	<p>8.3.a The density, diversity, technologies, and industry of urban areas shaped the social, cultural, and economic lives of people in cities.</p> <p>8.3.b Anti-immigration sentiments, income disparities, and limited access to resources created unique challenges for urban leaders.</p> <p>8.3.c Progressive Era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920.</p> <p>8.3.d Muckrakers and reformers used a variety of techniques to expose political and social issues that occurred as a result of industrialism and urbanization.</p> <p>8.3.e Government policies were enacted and enforced in response to the actions of reformers.</p> <p>8.3.f The Progressive Era brought renewed attention to women's rights and the suffrage movement.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p>	1, 4
<b><i>America on the World Stage: Imperialism, Isolationism, and Intervention (1890-1918)</i></b>			
8.4 Beginning in the late 19th century, support for a more aggressive foreign policy grew in the United States, resulting in territorial expansion and a	<p>8.4.a Technological developments such as those in transportation and communications produced the demand for new markets and enabled U.S. expansion.</p> <p>8.4.b. Military, economic, political, and cultural</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and</p>	1, 2

Key Ideas	Conceptual Understandings	Theme(s)	Standard
debate over imperialism.	<p>strategies and values spurred U.S. imperialism.</p> <p>8.4.c The location of U.S. territories across the globe offered military and economic advantages to the United States.</p> <p>8.4.d The U.S. acquisition of territories relied on military force and political diplomacy.</p>	<p>Governance</p> <p>Global Connections and Exchange</p>	
<p>8.5 Varied diplomatic, economic, and ideological factors ultimately led the United States to abandon neutrality and enter World War I. The effects of World War I resulted in the United States return to isolationism.</p>	<p>8.5.a Militarism, alliances, imperialism, and nationalism grew, uniting and dividing nations around the world, leading to global conflict.</p> <p>8.5.b International, economic, and military developments swayed opinion in favor of the U.S. siding with the Allies and entering World War I.</p> <p>8.5.c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.</p> <p>8.5.d Following extensive political debate, the U.S. refused to ratify the Treaty of Versailles.</p> <p>8.5.e Following the war, the U.S. sought to return to prewar policies by focusing on domestic rather than international matters.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p> <p>Global Connections and Exchange</p>	1, 2
<b><i>Life in the United States between the World Wars (1910-1930s)</i></b>			
<p>8.6 The United States involvement in World War I significantly altered the social, cultural, and political lives of Americans. Postwar reactions generated cultural conflict and change in the 1920s.</p>	<p>8.6.a Economic and social changes during World War I and later World War II offered new opportunities for women and racial minorities.</p> <p>8.6.b Domestic responses to World War I limited civil liberties within the United States.</p> <p>8.6.c The end of World War I ushered in radical cultural change, as well as the emergence of an African American cultural movement as part of the Roaring Twenties.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p>	1
<p>8.7 Postwar America was characterized by economic prosperity, technological innovation, changes in the workplace, and a rising standard of living, but not all Americans benefited equally from this prosperity.</p>	<p>8.7.a Economic shifts and new technologies from World War I helped the United States economy flourish.</p> <p>8.7.b. Pro-business economic policies assisted the growth of businesses, banks, and investments.</p> <p>8.7.c New household conveniences, forms of transportation, and investment opportunities</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p>	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>improved the standard of living for many Americans.</p> <p>8.7.d The economic prosperity of the 1920s was not shared by all Americans.</p>	<p>Science, Technology and Innovation</p>	
<p>8.8 The Great Depression and environmental disasters of the 1930s created hardships for many Americans, resulting in a powerful government response that had lasting social, political, and economic impacts on the United States.</p>	<p>8.8.a Monetary policies, consumerism, protectionism, and a weak global economy during the 1920s led to the Great Depression.</p> <p>8.8.b The Great Depression affected all American families, but the effects varied across geographic regions and class, race, and gender lines.</p> <p>8.8.c Hardships for farming families occurred that required many of them to relocate and resettle.</p> <p>8.8.d In contrast to his predecessor, President Franklin Roosevelt used an aggressive policy, called the New Deal, to try to revive the economy and help Americans deal with the hardships of the Great Depression.</p> <p>8.8.e New Deal reforms had a long-lasting effect on the role of government in American society and economic life, but did not resolve all of the hardships Americans faced.</p>	<p>Time, Continuity, and Change</p> <p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>1, 4</p>
<p><b><i>The United States Assumes Worldwide Responsibilities (1930s-1950s)</i></b></p>			
<p>8.9 The aggression of the Axis Powers threatened the United States national interests and security and led to the United States entry into World War II.</p>	<p>8.9.a Economic depression, the rise of totalitarian rule, increased nationalism, and the unsuccessful efforts of the League of Nations contributed to the outbreak of World War II.</p> <p>8.9.b A series of government actions from 1939 to 1941 that were designed to protect United States interests, eventually led to alliance building and entry into World War II.</p> <p>8.9.c U.S. military strategy in World War II required divided allocation of resources and support during a conflict fought on three continents and as many oceans.</p> <p>8.9.d. The growth of global militarism created new technologies used in World War II.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p>	<p>1, 2</p>
<p>8.10 The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from</p>	<p>8.10.a Advanced technologies and military strategy increased the impact of world war on human life and the environment.</p> <p>8.10.b The United States emerged from World War II as a leader of democracy, creating alliances and</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and</p>	<p>1, 2</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
total warfare and human atrocities, including the Holocaust, led to a call for an international organization and protection of human rights.	<p>providing economic support to protect democracy and advance its interests throughout the world.</p> <p>8.10.c Human rights violations occurred during World War II and included Japanese internment and the Holocaust.</p> <p>8.10.d The United Nations was formed after World War II to promote peace and protect human rights.</p>	Governance	
<b><i>The Cold War and the Changing Global Role of the United States (1945-1991)</i></b>			
8.11 The Cold War struggle between the United States and the Soviet Union dominated international military policy, global conflicts, technological advances, and global alliances for almost four decades.	<p>8.11.a. The Cold War was an ongoing political struggle led by the United States and the Soviet Union in which the two global superpowers sought to advance their diplomatic and economic interests.</p> <p>8.11.b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment.</p> <p>8.11.c The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.</p> <p>8.11.d The legacies of Cold War actions and political ideologies continue to affect U.S. foreign policy today.</p> <p>8.11.e Following the end of the Cold War, the United States sought to define a new role in global affairs.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p> <p>Geography, Humans, and the Environment</p>	1, 2, 5
8.12 Domestic policies and everyday life in the United States reflected and responded to the international tensions of the Cold War.	<p>8.12.a The struggle to contain communism abroad was mirrored by a struggle to prevent the undermining of America within the United States and at times resulted in attacks on American civil liberties.</p> <p>8.12.b Americans experienced Cold War tensions in their everyday lives, as shown by the fear of nuclear attacks, education reform, and news relayed through mass media.</p> <p>8.12.c New technologies, industrial patterns, and an emphasis on science and math education were influenced by the U.S. desire to meet the perceived threat from the Soviet Union.</p> <p>8.12.d Changes in the economic sector continued to</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p>	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	shape class, race, and gender relations.		
8.13 An extensive and powerful civil rights movement began in the 1950s and helped transform African American rights during the 1960s. The success of the civil rights movement led to renewed reform efforts by women and other groups.	<p>8.13.a The demands for rights by African Americans, women of all races, Native Americans, and immigrants grew out of longstanding struggles for equality.</p> <p>8.13.b Successes within the civil rights and women's movements activated new social and political movements and the formation of a counterculture.</p> <p>8.13.c The strategies of activists in regions, cities, and campuses across the country responded to local politics and physical (natural or constructed) environments.</p> <p>8.13.d The political struggles of the 1950s, 1960s, and 1970s challenged the understanding of citizenship within the Constitution.</p> <p>8.13.e Presidential and congressional policies during these decades helped and hindered social movements.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p> <p>Civic Ideals and Practices</p> <p>Geography, Humans, and the Environment</p>	1, 5
8.14 The last decades of the 20th century were a time of tension between a conservative movement and an expansion of social policy.	<p>8.14.a The New Right used grassroots coalition building to respond to political and social changes in the 1960s and 1970s.</p> <p>8.14.b Economic recession encouraged changes in regulation and policy to generate recovery.</p> <p>8.14.c Various minority groups who won rights in the 1960s and 1970s struggled to exercise those rights in political and social realms.</p> <p>8.14.d New health and environmental concerns shaped policy, activism, and lifestyles.</p> <p>8.14.d Economic struggles, particularly in urban and rural areas, led to migrations of people across the United States seeking economic opportunity.</p>	<p>Time, Continuity, and Change</p> <p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Geography, Humans, and the Environment</p>	1, 3, 4
<b><i>United States at the Start of the 21st Century</i></b>			
8.15 The period from 1960 to 2010 started with a major expansion of federal social programs and subsequent	<p>8.15.a Federal funding for social programs ebbed and flowed between the 1960s and the present.</p> <p>8.15.b The federal and state governments continue to debate control over education, health care,</p>	<p>Time, Continuity, and Change</p> <p>Power,</p>	1, 5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>recurring political debates over the proper role and power of the federal and state governments in American life.</p>	<p>welfare, marriage, and other issues not enumerated in the Constitution.</p> <p>8.15.c Political parties continue to debate the role and power of federal and state governments in American life.</p>	<p>Authority, and Governance</p>	
<p>8.16 At the start of the 21st century, the United States faced global and domestic challenges, including terrorism, increased economic interdependence and competition, and growing environmental concerns.</p>	<p>8.16.a The location of resources, access to labor, and the evolution of finance and high-tech economic sectors have increased economic interdependence and competition.</p> <p>8.16.b Population growth, the consumption of natural resources, the clearing of land for human sustenance, and industrialism have put added stress on the global environment.</p> <p>8.16.c Terrorist groups, not representing any nation, entered and reshaped global military and political alliances and conflicts.</p> <p>8.16.d Multinational organizations gained a greater role in shaping global economic, environmental, and diplomatic policies and actions.</p> <p>8.15.e Multiple and competing economic actions and decisions at home and abroad have affected the U.S. and world economies.</p>	<p>Time, Continuity, and Change</p> <p>Global Connections and Exchange</p> <p>Geography, Humans, and the Environment</p>	<p>1, 2, 4, 5</p>