The State Education Department

The University of the State of New York

New York State
Grades 9-12
Social Studies Framework

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Social Studies Practices Grades 9-12

A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodization favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

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

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E. Economics and Economics Systems

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

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

Grades 9 and 10

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

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.
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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the points of view of two or more authors in their treatments of the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

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.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.
    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.
    c. 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.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
    e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
    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.
    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.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.
    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.
    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    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).
3. (See note*: not applicable as a separate requirement)

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, focusing on addressing what is most significant for a specific purpose and audience.
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.

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*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 importance.

Research to Build and Present Knowledge

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 authoritative print and digital sources, using advanced searches effectively; assess the usefulness of 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.
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.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.
    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
    e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Global History and Geography

In Grades 9 and 10 Social Studies, students will examine Global History and Geography. This two-year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present.

Grade 9: Unifying Themes Aligned to Key Ideas

		Key Ideas	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	9.10
1	Individual Development and Cultural Identity (ID)			•			•					
2	Development, Movement, and Interaction of Cultures (MOV)				•		•		•	•	•	•
3	Time, Continuity, and Change (TCC)		•		•			•			•	•
4	Geography, Humans, and the Environment (GEO)		•		•	•		•	•	•		•
5	Development and Transformation of Social Structures (SOC)			•					•			•
6	Power, Authority, and Governance (GOV)				•		•	•	•	•	•	•
7	Civic Ideals and Practices (CIV)											•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•			•		•				•
9	Science, Technology, and Innovation (TECH)		•			•	•				•	•
10	Global Connections and Exchange (EXCH)					•		•		•	•	•

Grade 9: Global History and Geography I

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

The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Other Key Ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions.

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

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

9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.
(Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)

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

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

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

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

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

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

9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.
(Standards: 2, 3; Themes: ID, SOC)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.
(Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)

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

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

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

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

Global Interactions, ca. 1400 – 1750

9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.
(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)

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

- Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.

- Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.

9.7 b The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations.

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

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

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

9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.
(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.
(Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)

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

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

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

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

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

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

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

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

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

- Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere.

- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.
- Students will examine the development of European maritime empires and mercantilism.

Grade 10: Unifying Themes Aligned to Key Ideas

		Key Ideas	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10
1	Individual Development and Cultural Identity (ID)		•	•						•		•
2	Development, Movement, and Interaction of Cultures (MOV)			•	•	•					•	
3	Time, Continuity, and Change (TCC)			•	•	•	•	•	•	•	•	•
4	Geography, Humans, and the Environment (GEO)		•	•	•	•	•		•		•	
5	Development and Transformation of Social Structures (SOC)			•	•				•	•		•
6	Power, Authority, and Governance (GOV)		•	•		•	•	•	•	•	•	•
7	Civic Ideals and Practices (CIV)			•			•		•	•		•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)				•			•			•	
9	Science, Technology, and Innovation (TECH)				•		•	•		•	•	
10	Global Connections and Exchange (EXCH)		•			•	•	•		•	•	

Grade 10: Global History and Geography II

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

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

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

The World in 1750

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Students will examine the agricultural revolution in Great Britain.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.
(Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)

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

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

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

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

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

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

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

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

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

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

10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.
(Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

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

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

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

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

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

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

10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.
(Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)

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

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

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

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

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

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

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

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

Contemporary Issues

10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.
(Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)

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

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

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

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

10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.
(Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)

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

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

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

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

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

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

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

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

10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups

and has served as a lens through which historical occurrences of oppression can be evaluated.
(Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)

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

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

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

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

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

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

Grades 11–12

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

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 that makes clear the relationships between the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meanings 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 Federalist No. 10).
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. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.

Range of Reading and Level of Text Complexity

10. By the end of Grade 12, read and comprehend history/social studies texts in the Grade 11-12 CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
    a. 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.
    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 claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use words, phrases, and clauses and 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.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    a. Introduce a topic; 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.
    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.
    c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts.
    d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    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).

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 importance.

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, focusing on addressing what is most significant for a specific purpose and audience.
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.

Research to Build and Present Knowledge

7. Conduct short and 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 authoritative print and digital sources, using advanced searches effectively; assess the strengths and 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 over-reliance on any one source 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) on a range of discipline-specific tasks, purposes, and audiences.

Common Core Standards Speaking and Listening

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue and resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.
    e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies between the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links between ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 11: Unifying Themes aligned to Key Ideas

		Key Ideas	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.9	11.10	11.11
1	Individual Development and Cultural Identity (ID)					•			•			•	
2	Development, Movement, and Interaction of Cultures (MOV		•										
3	Time, Continuity, and Change (TCC)		•	•	•	•	•		•	•	•	•	•
4	Geography, Humans, and the Environment (GEO)		•		•		•	•					
5	Development and Transformation of Social Structures (SOC)						•	•	•			•	
6	Power, Authority, and Governance (GOV)		•	•	•			•		•	•	•	•
7	Civic Ideals and Practices (CIV)			•		•	•		•	•		•	•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•	•	•	•		•			•	•	
9	Science, Technology, and Innovation (TECH)				•		•			•			•
10	Global Connections and Exchange (EXCH)		•										•

Grade 11: United States History and Government

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11.3 **EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War**.
(Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

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

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

11.3 b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis.
- Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (*The Liberator*), Frederick Douglass (*The Autobiography of Frederick Douglass* and *The North Star*), and Harriet Beecher Stowe (*Uncle Tom's Cabin*).
- Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott,and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the *Dred Scott* decision, and John Brown's raid.

11.3 c Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

- Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war.
- Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation.
- Students will analyze the ideas expressed in the Gettysburg Address, consideringits long-term effects.

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.
(Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.4 a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

- Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
- Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and *Plessy v. Ferguson* (1896).
- Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen's Bureau, the creation of educational institutions, and political participation.
- Students will examine the impacts of the election of 1876 and the compromise of 1877on African Americans.

11.4 b The 14th and 15th amendments failed to address the rights of women.

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony.

11.4 c Federal policies regarding westward expansion had positive effects on thenational economy but negative consequences for Native Americans.

- Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion.
- Students will examine the effect of federal policies on Native Americans, including reservation policies, the Dawes Act (1887), and forced assimilation efforts (Carlisle Indian School).

11.4 d Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.

- Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900.
- Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of1882).

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.
(Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)

11.5 a New technologies and economic models created rapid industrial growth and transformed the United States.

- Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication.
- Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

11.5 b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

- Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.
- Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions.
- Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
- Students will trace reform efforts by individuals and the consequences of those efforts, including:
    - Jane Addams and Hull House
    - Jacob Riis' *How the Other Half Lives*
    - New York Governor Theodore Roosevelt and the Tenement Reform Commission
    - Upton Sinclair's *The Jungle* and the Meat Inspection Act
    - Margaret Sanger and birth control
    - Ida Tarbell's *The History of the Standard Oil Company*
    - Ida Wells and her writings about lynching of African Americans
    - Booker T. Washington's contributions to education, including the creation of Tuskegee Institute
    - W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis,* and the Silent Protest (1917)

11.6 THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4: Themes: GEO, SOC, GOV, ECO)

11.6 a In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world.

- Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.
- Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions.
- Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
- Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary.

11.6 b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.

- Students will investigate the reasons for President Wilson's shift from neutrality to involvement in World War I.
- Students will examine Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations.
- Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

11.6 c World War I had important social, political, and economic effects on American society.

- Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
- Students will investigate the causes and effects of the Great Migration on American society.
- Students will examine the Supreme Court decision concerning civil liberties in *Schenck v. United States* (1919).
- Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

11.7 PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.
(Standards: 1, 4; Themes: ID, TCC, SOC, CIV)

11.7 a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.

- Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles.
- Students will examine the impact of Prohibition on American society.
- Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s.
- Students will examine the reasons for the resurgence of the Ku Klux Klan.
- Students will examine the key issues related to the Scopes trial.

11.7 b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.

- Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.
- Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.

11.7 c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government.

- Students will examine the reasons for economic prosperity during the 1920s.
- Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.
- Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression.
- Students will examine the human and environmental causes of the Dust Bowl and its effects.
- Students will evaluate President Roosevelt's leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.
(Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)

11.8 a As situations overseas deteriorated, President Roosevelt's leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war.

- Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including "cash and carry" and Lend-Lease.
- Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.
- Students will examine the impact of the Japanese attack on Pearl Harbor.
- Students will examine President Roosevelt's leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
- Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

11.8 b United States entry into World War II had a significant impact on American society.

- Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates.
- Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in *Korematsu v. United States* (1944).
- Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

11.8 c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future.

- Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.
- Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials.
- Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.
(Standards: 1, 2, 3; Themes: TCC, GOV, ECON)

11.9 a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

- Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
- Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.
- Students will examine domestic concerns about the spread of communism and the rise of McCarthyism.
- Students will examine the consequences of Truman's decision to fight a limited war in defense of South Korea.
- Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting in Vietnam.
- Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair.
- Students will examine the congressional effort to limit presidential power through the War Powers Act.

11.9 b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.

- Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race.
- Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.
- Students will examine the policy of détente and its effect on the nuclear arms race.

11.9 c American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.

- Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.

11.9 d A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.

- Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.
(Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)

11.10 a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

- Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
- Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.
- Students will examine judicial actions and legislative achievements during the movement, such as *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States* (1964) and the Voting Rights Act of 1965.
- Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

11.10 b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

- Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:
    - Modern women's movement (e.g., *The Feminine Mystique* [1963], National Organization for Women , Equal Pay Act and Title IX, *Roe v. Wade*)
    - Native Americans (e.g., American Indian Movement, Russell Means, native identity, sovereignty, and land claims)
    - Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)
    - People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990])
    - Rights of the accused (e.g., *Mapp* v. *Ohio* [1961], *Gideon v. Wainwright* [1963], *Miranda v. Arizona* [1966])
    - Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)

- Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)
- Environment (e.g., *Silent Spring* [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy)
- Student rights (e.g., *Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985])*

- Students will thoroughly investigate at least one of the efforts above.

11.10 c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.
- Students will examine the causes of the financial panic of 2008 and the federal government's response to the Great Recession.
- Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

11.11 THE UNITED STATES IN A CHANGING WORLD (1990 – present):
The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.
(Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)

11.11 a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.

- Students will examine the decision of President George H. W. Bush to oppose Iraq's invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War.
- Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.

11.11 b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies.

- Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war.
- Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

11.11 c Globalization and advances in technology have affected the United States economy and society.

- Students will examine the positive and negative consequences of globalization in relation to the United States economy.

- Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.
- Students will examine the economic relationship and the strategic rivalry between the United States and China.

Grade 12: Participation in Government and Civics

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

12.G1a Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.

12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.

12.G1c Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.

12.G1d The rule of law is a system in which no one, including government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.

12.G1e The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.

12.G1f The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic

debate.

12.G2c An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.

12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12.G2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.

12G2f Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.

12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.

12.G3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.

12.G3d Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

12.G4a Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems, including the electoral college and winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.

12.G4b Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.

12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

12.G4d The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

12.G5a Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.

12.G5b On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

12.G5c Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.

12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Grade 12: Economics, the Enterprise System, and Finance

"Economics, the Enterprise System, and Finance" examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

12.E1d To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.

12. E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

12.E2a Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one's resources are driven by numerous factors, including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.

12.E2b The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.

12.E2c Businesses choose what to supply in the product market, based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).

12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

12.E3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.

12.E3b The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.

12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).

12.E3d A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.

12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

12.E4a Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.

12.E4b The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.

12.E4c The Federal Reserve is the government institution responsible for managing the nation's monetary policy, including regulating the amount of money in circulation and interest rates.

12.E4d Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.