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

The New York City 9-12 Scope and Sequence is a comprehensive resource that integrates national standards, the New York State Social Studies Core Curriculum (content, concepts, key ideas, understandings and performance indicators), the Common Core Learning Standards (CCLS) and the New York State Grades 9-12 Social Studies Framework. The following Framework elements are highlighted:

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

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

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

Note to Teachers:

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

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

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

Anna Commitante
Senior Executive Director
Curriculum, Instruction and Professional Development
# The Ten Unifying Themes

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

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

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

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

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

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

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

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

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

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

## Global Connections and Exchange
- Past, current, and likely future global connections and interactions
- Cultural diffusion: the spread of ideas, beliefs, technology, and goods
- Role of technology
- Benefits/consequences of global interdependence (social, political, economic)
- Causes and patterns of migration
- Tension between national interests and global priorities
It should be the goal of the teacher to foster the development of Social Studies thinking and process skills. The application of these skills allows students to understand and investigate important issues in the world around them. Inquiry-based units of study will include many or most of the following skills. These skills should be incorporated into students’ instruction as developmentally appropriate.

### Historical Thinking Skills
- Getting information from a variety of primary and secondary sources
- Interpreting information
- Analyzing and evaluating information
- Handling diversity of viewpoints and interpretations
- Distinguishing fact vs. opinion
- Synthesizing information from historical sources
- Understanding chronology
- Contextualizing information
- Recognizing historical trends and categorizing information
- Building and defending a theory
- Analyzing and interpreting maps, graphs and tables related to history and geography
- Understanding and making appropriate interdisciplinary connection

### Historical Writing Skills
- Taking notes
- Synthesizing and applying information
- Communicating and defending a position clearly
- Developing and supporting a thesis with detailed paragraphs and conclusion
- Citing sources
- Engaging the reader
- Producing and presenting research projects and papers

### Media Literacy Skills
- Accessing and utilizing vast array of online resources
- Evaluating online resources
- Utilizing appropriate software in research and presentations

### Communication Skills
- Identifying assumptions and values
- Recognizing and avoiding stereotypes
- Participating in group and individual discussions and projects
- Cooperating to accomplish goals
- Assuming responsibility to carry out tasks
- Communicating a position clearly
- Actively listening to a variety of positions

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

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

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

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

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Contributed by: College Board
Gathering, Using, and Interpreting Evidence
1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
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.

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

Comparison and Contextualization
1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize, analyze, and evaluate 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).

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

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

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

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**Inquiries**

1. In what ways did the Neolithic Revolution change political, social, and economic organization?  
2. How did early civilizations/river valley civilizations adapt and modify their environments to meet their needs?  
3. In what ways were early belief systems and religions the same or different?  
4. Why did classical civilizations develop, expand, and ultimately decline?  
5. What features did early civilizations share? What features were specific to a location?  

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**Inquiries**

1. In what ways do technological advances contribute to historical turning points?  
2. Why is ca. 400 – 1300 C.E. in Western Europe sometimes referred to as The Dark Ages or The Middle Ages? What circumstances brought Europe back “into the light”?  
3. What made Constantinople a geographically desirable location?  
4. How did the rise and fall of the Mongol Empire affect the movement of people and goods throughout Eurasia?  
5. How did advances in technology lead to changes in trade?  
6. What techniques did the Abbasid Caliphate employ to extend Islam?  
7. Was China the center of the world in ca. 600 – 1500 C.E.?  

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**Inquiries**

1. What factors contributed to the longevity of the Ottoman Empire and Ming Dynasty? What factors threatened Ming hegemony?  
2. In China’s trade with Europe, who benefited more from the exchange?  
3. Was the parallel navigation taking place in China during this era motivated by the same factors as European exploration?  
4. What factors contributed to the longevity of the Ming dynasty? Why or Why not?  
5. How did the Battle of Lepanto turning point in world history? Why or Why not?  

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**Inquiries**

1. What factors led to a newfound interest in Greco-Roman art and philosophy (classical heritage) throughout Europe?  
2. Were the roots of the Renaissance and Enlightenment Afro-Asian or European?  
3. What were the various religions that grew out of Catholicism? How did they differ?  
4. Why was centralization political power a trend throughout societies in Europe, Asia and Africa?  
5. How did the work of the enlightened philosophers raise questions about the existing social and political order throughout Europe?  
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1. What were the characteristics of slavery in some African societies pre-1600? What factors led to a newfound interest in Greco-Roman art and philosophy (classical heritage) throughout Europe?  
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**Inquiries**

1. What role did trade play in uniting and dividing people in Africa pre-1600?  
2. What role did women play in various African societies? How does it compare to European societies at roughly the same time?  
3. What were the characteristics of slavery in some African societies pre-1600? What factors led to a newfound interest in Greco-Roman art and philosophy (classical heritage) throughout Europe?  
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6. What role did trade play in uniting and dividing people in Africa pre-1600?  
7. What role did the Encounter transform the Atlantic World?  

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**Inquiries**

1. How did technology, trade, and population growth transform Europe from Byzantium, Africa, and Asia make Atlantic exploration possible?  
2. How did commodities (sugar, tobacco, silver) drive European colonization?  
3. What were the ecological, demographic, and economic transformations resulting from the Columbian Exchange?  
4. What were the characteristics of the Trans-Atlantic Slave trade? What role did Europeans and Africans play in the development and proliferation of the trans-Atlantic slave trade?  
5. How did the first global age transform gender relations?  
6. How did technology, trade, and conflict begin to shift power relationships between the Europeans and Asian empires and kingdoms?  

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### 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)

- Early Peoples 9.1a
  - Human origins and geography
  - Paleolithic hunters and gatherers
  - Herding and pastoralism
  - Development of early government
  - Shift in roles of men and women

- Neolithic Revolution and Early River Civilizations 9.1b
  - Foundations of early civilization (Mesopotamia, Egypt, the Indus Valley, and Yellow River)
  - Human and physical geography
  - Modification of the environment
  - Traditional economies
  - Political systems
  - Social structures and urbanization

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

- Medieval Europe (500–1400 C.E.) 9.5a, 9.5b, 9.5c
  - Human and physical geography
  - Human and physical geography
  - Medieval centers of learning
  - Monasticpriorities of learning
  - Anti-Semitism
  - Art and architecture
  - Joan of Arc and the 100 Years War
  - Resurgence of Europe (Hanseatic League and Italian city-states, trade fairs and towns, Medieval guilds, commercial revolution)

### 9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY:
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)

- Belief Systems in Afro-Eurasian World 9.7a
  - Muslim, Neo-Confucian and Christian realms ca. 1400 C.E.
  - Size and influence
  - Effects of Ethnic and Religious Composition 9.7b
  - Influence of Neo-Confucianism on Ming political and societal organization
  - Influence of Islam on Ottoman political and societal organization
  - The Ming Dynasty (1368–1644 C.E.) 9.7c
  - Human and physical geography (Great Wall, Beijing)

### 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)

- Renaissance and Humanism (1314–ca. 1750 C.E.) 9.9a
  - Human and physical geography
  - Ptolemaic model, Copernican model, Mercator map, proximity to Islamic World
  - Late Middle Ages (Western European institutions, ideas, beliefs and practices)
  - Shift in worldview (otherworldly to secular)
  - Economies
  - Cities (Loango, D’Jenne-Jeno, Kinshasa, Marrakesh, Fez, Timbuktu, Cairo)
  - East Africa (Swahili Coast, to Islamic World)
  - Songhai Empire (availability of resources, trade networks)
  - Ibn Battuta
  - Economies
  - Spain and Portugal on the eve of the encounter
  - Human and physical geography
  - Various trade routes to India, Venetian and Genoese monopolies, location of Iberian peninsula and Prince Henry
  - Reconquista under Ferdinand and Isabella
  - Expulsion of Moors and Jews
  - Motivations for exploration and expansion
  - Mediterranean trade
  - Exploration and overseas expansion (Columbus, Magellan)
  - Canary Islands and sugar
  - Knowledge and technological innovations

### 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)

Development of Transoceanic Trade Routes 9.10a
- Spain and Portugal on the eve of the encounter
- Human and physical geography (various trade routes to India, Venetian and Genoese monopolies, location of Iberian peninsula and Prince Henry)
- Reconquista under Ferdinand and Isabella
- Expulsion of Moors and Jews
- Motivations for exploration and expansion
- Mediterranean trade
- Exploration and overseas expansion (Columbus, Magellan)
- Canary Islands and sugar
- Knowledge and technological innovations
UNIT 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 B.C.E.)

September – Mid-October

Essential Question: Why do civilizations rise and fall?

Byzantine Empire (312 – 1453 C.E.) 9.5a, 9.5c
- Human and physical geography
- Achievements (law (Justinian Code), engineering (Hagia Sophia), art (icons), diplomacy and commerce)
- The Greek Orthodox Church
- Conversion of Russia and the Balkans
- Political structure and leadership (Basil II, Constantine I, Justinian and Theodora)

The Rise and Fall of the Mongols and Their Impact on Eurasia (1206 – 1480 C.E.) 9.5b, 9.5c
- Human and geographical geography
- Origins (Central Asian nomadic tribes)
- Extent of empire including Genghis Khan and Kublai Khan and Khitans
- Effects on Central Asia, China, Korea, Europe, India, and the Americas
- The Yuan Dynasty: a foreign non-Chinese dynasty

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

Mid-October – Mid-December

UNIT 3: The Ottoman and the Ming Dynasties (pre-1600 C.E.)

Mid-December – January

UNIT 4: Transformation of Western Europe and Russia (1314 – ca. 1750 C.E.)

February – Mid-March

UNIT 5: Africa and the Americas (pre-1600 C.E.)

Mid-March – Mid-April

UNIT 6: Interactions and Disruptions During the First Global Age (ca. 1400 – ca. 1750 C.E.)

Mid-April – June

Essential Question: How did the Encounter transform the Atlantic World?

Trans-Atlantic/European African slave networks
- Military, cavalry, cannon and gunpowder

Aztec, Inca
- Availability of resources, trade networks
- Political organization and policies
- Economies and infrastructure
- Role of religion
- Agricultural innovation and environmental modification

Reformation and Counter Reformation (1517 – 1660 C.E.) 9.9b
- Martin Luther’s Ninety-Five Theses: the challenge to the power and authority of the Roman Catholic Church
- Religious and social upheaval
- Anti-Semitic laws and policies, marginalization of Jewish people in European society
- Henry VIII, Elizabeth I and the English Reformation
- Calvin and other reformers
- Counter Reformation (Ignatius Loyola, Council of Trent)
- Roles of men and women within the Christian churches

The Encounter, Colonization and the Columbian Exchange (ca. 1450 – 1750 C.E.) 9.10b
- Human and physical geography
- European competition for colonies
-Slave forts
- The extent of European colonization
- European mercantilism
- Spanish colonialism and the introduction of the Encomienda system in Latin America
- Dutch colonization in East Asia (Japan and Indonesia)
- Portuguese colonization in Africa, Arabia, India, and China
- Women facilitated the cross-cultural exchange between Europeans and indigenous populations (Pocahontas and La Malinche)
- Exchange of food
- Epidemic and pandemic
UNIT 1:
The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)

Development of Belief Systems 9.2a
- Place of origin, sacred texts, ethical codes and major beliefs (Anism, Buddhism, Confucianism, Daoism, Christianity, Hinduism, Islam, Jainism, Judaism, Legalism, Shintoism)

Societies and Belief Systems 9.2b
- Expansion of Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism
- Social order and gender roles
- Unity of common beliefs

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)

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

Abbasid Caliphate (750 – 1258 C.E.) 9.5b, 9.5c
- Human and physical geography (Muslim empire, Baghdad)
- Origins (defeat of the Umayyads)
- Extent of influence
- Effects on Middle East and Asia

Golden Age of Islam
- Cultural achievements and innovations (Paper mill, al-Khwarizmi (algebra, Hindu-Arabic numerals), optics, poetry, Arabian Nights, medicine, alchemy, cartography)
- Commerce and travel (Silk Road)
- Baghdad, center of learning
- Cultural diffusion and syncretism from Africa and Europe and Asia
- Tang and Song Dynasty (618–1126 C.E.) 9.5b, 9.5c
- Human and physical geography (proximity to Japan and Korea)
- Cultural achievements and technological innovations (clockwork, movable type, gunpowder)

UNIT 3:
The Ottoman and the Ming Dynasties (pre-1600 C.E.)

Disruption of established trade routes and European search for new ones
- Ethnic and religious composition
- Trade and naval power

UNIT 4:
Transformation of Western Europe and Russia (1314 – ca. 1750 C.E.)

Religious wars in Europe: causes and impacts
- Political Ideologies: Global Absolutism 9.9c
- The decline of the Mongols (Golden Horde) on the rise of Moscow
- Efforts to contain Ottoman Empire in Russia and Islamic caliphates in Spain and Portugal
- Thomas Hobbes, The Leviathan
- Absolutism and Divine Right theory
- Key figures (Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, Peter the Great and Catherine the Great)
- Autocracy and absolutism under Louis XIV and Peter the Great

The Scientific Revolution (1543 – ca. 1750 C.E.) 9.9d
- Copernicus and heliocentric universe
- Galileo Galilei, Newton
- The scientific method
- Women in the sciences (Maria Sibylla Merian, Emilie Du Chatelet)

UNIT 5:
Africa and the Americas (pre-1600 C.E.)

Cultural Achievements and Contributions 9.8c
- Aztec urban planning (Tenochtitlan), empire, communication technology (códices)
- Inca (architecture, astronomy, empire, mathematics, measurement, communication technology (quipu), roadways, terrace farming)
- Songhai centralized bureaucracy, ties with Muslim world, mathematics, astronomy, Timbuktu, Sankoré University

UNIT 6:
Interactions and Disruptions During the First Global Age (ca. 1400 – ca. 1750 C.E.)

The Transatlantic Slave Trade (1493 – 1833 C.E.) 9.10c
- The Atlantic Plantation Complex
- Results of the Encounter
- Demographic collapse of Native American communities
- Resource extraction
- Effects on Asante and Dahomey
- Demographic shifts in Europe and China following 1492
- Demand for plantation labor
- Plantations, servants, slavery, rebellion and resistance in Brazil, San Domingue, Barbados, St. Vincent, Jamaica, American South
- Silver trade (treasure fleets)
- European and African roles in the slave trade
- Slave forts in West Africa
- Social, political, and economic impact of the Atlantic slave trade on African regions and kingdoms (Angola, West Africa and the Ashanti and Dahomey)
- The Middle Passage
- African Diaspora and the “Black Atlantic”
## UNIT 1: The First Civilizations
(ca. 10,000 B.C.E. – ca. 900 B.C.E.)

### SEPTEMBER – MID-OCTOBER

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

<table>
<thead>
<tr>
<th>Events</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Civilization: Shang, Zhou, Qin, Han (ca. 1700 B.C.E. – 220 C.E.) 9.3a, 9.3b, 9.3c</td>
<td>9.1a, 9.1b, 9.1c, 9.1d</td>
</tr>
<tr>
<td>Human and physical geography (Himalayas, Pacific Ocean, proximity to Mongolian Steppe, The Great Wall of China)</td>
<td>9.2a, 9.2b, 9.2c, 9.2d</td>
</tr>
<tr>
<td>Location and relative size</td>
<td>9.3a, 9.3b, 9.3c, 9.3d</td>
</tr>
<tr>
<td>Dynastic cycles</td>
<td>9.4a, 9.4b, 9.4c</td>
</tr>
<tr>
<td>Mandate of Heaven</td>
<td>9.5a, 9.5b, 9.5c</td>
</tr>
<tr>
<td>Factors leading to growth</td>
<td>9.6a, 9.6b, 9.6c</td>
</tr>
<tr>
<td>Golden Age</td>
<td>9.7a, 9.7b, 9.7c</td>
</tr>
<tr>
<td>Contributions (engineering, tools, writing, silk, bronze, government systems, paper)</td>
<td>9.8a, 9.8b, 9.8c</td>
</tr>
<tr>
<td>Role of migrating nomadic and pastoralist groups from Central Asia</td>
<td>9.9a, 9.9b, 9.9c</td>
</tr>
<tr>
<td>Expansion and interaction (external and internal)</td>
<td>9.10a, 9.10b</td>
</tr>
<tr>
<td>The beginning of global trade</td>
<td>9.11a, 9.11b</td>
</tr>
<tr>
<td>Causes of decline</td>
<td>9.12a, 9.12b</td>
</tr>
<tr>
<td>Greek Civilization (ca. 800 – ca. 100 B.C.E.)</td>
<td>9.3a, 9.3b, 9.3c</td>
</tr>
<tr>
<td>Human and physical geography (mountainous topography, Mediterranean Sea, irregular coastline)</td>
<td>9.4a, 9.4b, 9.4c</td>
</tr>
<tr>
<td>Location and relative size</td>
<td>9.5a, 9.5b, 9.5c</td>
</tr>
<tr>
<td>The rise of city-states (Athens/Sparta)</td>
<td>9.6a, 9.6b, 9.6c</td>
</tr>
<tr>
<td>Golden Age</td>
<td>9.7a, 9.7b, 9.7c</td>
</tr>
</tbody>
</table>

### MID-OCTOBER – MID-DECEMBER

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

<table>
<thead>
<tr>
<th>Events</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese influence on Korea and Japan</td>
<td>9.1a, 9.1b, 9.1c</td>
</tr>
<tr>
<td>Cultural flowering</td>
<td>9.2a, 9.2b, 9.2c</td>
</tr>
<tr>
<td>Growth of commerce and trade</td>
<td>9.3a, 9.3b, 9.3c</td>
</tr>
<tr>
<td>Cultural diffusion and syncretism</td>
<td>9.4a, 9.4b, 9.4c</td>
</tr>
<tr>
<td>Early Japanese History and Feudalism (ca. 600 B.C.E. – 1590 C.E.)</td>
<td>9.5a, 9.5b, 9.5c</td>
</tr>
<tr>
<td>Human and physical geography (archipelago)</td>
<td>9.6a, 9.6b, 9.6c</td>
</tr>
<tr>
<td>Early traditions (Shintoism)</td>
<td>9.7a, 9.7b, 9.7c</td>
</tr>
<tr>
<td>Ties with China and Korea</td>
<td>9.8a, 9.8b, 9.8c</td>
</tr>
<tr>
<td>Social hierarchy and stratification</td>
<td>9.9a, 9.9b, 9.9c</td>
</tr>
<tr>
<td>Comparison to European feudalism</td>
<td>9.10a, 9.10b</td>
</tr>
<tr>
<td>The influence of Chinese culture (Buddhism, writing, poetry, art)</td>
<td>9.11a, 9.11b</td>
</tr>
<tr>
<td>Adoption, adaptation and syncretism in Japanese society including Zen Buddhism</td>
<td>9.12a, 9.12b</td>
</tr>
</tbody>
</table>

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

### FEBRUARY – MID-MARCH

**Essential Question:** Why are some events considered turning points in history?

<table>
<thead>
<tr>
<th>Events</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Enlightenment 9.9e</td>
<td>9.1a, 9.1b, 9.1c</td>
</tr>
<tr>
<td>A response to absolutism</td>
<td>9.2a, 9.2b, 9.2c</td>
</tr>
<tr>
<td>Magna Carta (1215)</td>
<td>9.3a, 9.3b, 9.3c</td>
</tr>
<tr>
<td>Divine Right of Monarchy (Stuart rule)</td>
<td>9.4a, 9.4b, 9.4c</td>
</tr>
<tr>
<td>Puritan Revolution, the English Civil War, Oliver Cromwell</td>
<td>9.5a, 9.5b, 9.5c</td>
</tr>
<tr>
<td>English colonization</td>
<td>9.6a, 9.6b, 9.6c</td>
</tr>
<tr>
<td>Glorious Revolution/English Civil War</td>
<td>9.7a, 9.7b, 9.7c</td>
</tr>
<tr>
<td>Ideals of the Enlightenment - influence of Locke (The Second Treatise on Government), and Hobbes</td>
<td>9.8a, 9.8b, 9.8c</td>
</tr>
</tbody>
</table>

## UNIT 3: Transformation of Western Europe and Russia
(1314 – ca. 1750 C.E.)

### MID-APRIL – JUNE

**Essential Question:** How did the Encounter transform the Atlantic World?

<table>
<thead>
<tr>
<th>Events</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building on the ideas of China, India and the Islamic world</td>
<td>9.1a, 9.1b, 9.1c</td>
</tr>
<tr>
<td>The Enlightenment 9.9e</td>
<td>9.2a, 9.2b, 9.2c</td>
</tr>
<tr>
<td>A response to absolutism</td>
<td>9.3a, 9.3b, 9.3c</td>
</tr>
<tr>
<td>Political, economic, cultural and geographic effect of Spanish colonization on Aztec and Inca Empires</td>
<td>9.4a, 9.4b, 9.4c</td>
</tr>
<tr>
<td>Impact on non-Aztec and Inca peoples in the Spanish Empire</td>
<td>9.5a, 9.5b, 9.5c</td>
</tr>
<tr>
<td>Social, economic and racial interaction in Spanish colonies (castas)</td>
<td>9.6a, 9.6b, 9.6c</td>
</tr>
<tr>
<td>Black Legend</td>
<td>9.7a, 9.7b, 9.7c</td>
</tr>
<tr>
<td>Dutch settlement in South Africa</td>
<td>9.8a, 9.8b, 9.8c</td>
</tr>
<tr>
<td>French and English colonies in the Caribbean and North America</td>
<td>9.9a, 9.9b, 9.9c</td>
</tr>
<tr>
<td>Disruptions in the Eastern Hemisphere Trade Networks 9.10e</td>
<td>9.1a, 9.1b, 9.1c</td>
</tr>
<tr>
<td>Shifts in global trade networks</td>
<td>9.2a, 9.2b, 9.2c</td>
</tr>
<tr>
<td>Changes brought about by ship design and the use of gun powder</td>
<td>9.3a, 9.3b, 9.3c</td>
</tr>
<tr>
<td>Trading post empires</td>
<td>9.4a, 9.4b, 9.4c</td>
</tr>
<tr>
<td>The Dutch in the Indian Ocean</td>
<td>9.5a, 9.5b, 9.5c</td>
</tr>
<tr>
<td>The beginning of the “Great Divergence”?</td>
<td>9.6a, 9.6b, 9.6c</td>
</tr>
<tr>
<td>Ottomans, the Mughal, late Ming and early Qing</td>
<td>9.7a, 9.7b, 9.7c</td>
</tr>
<tr>
<td>UNIT 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)</td>
<td>UNIT 2: Expanding Interregional Networks: Exchange and Encounter (ca. 500 – ca. 1500 C.E.)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>SEPTEMBER — MID-OCTOBER</strong></td>
<td><strong>MID-OCTOBER — MID-DECEMBER</strong></td>
</tr>
<tr>
<td>Essential Question: Why do civilizations rise and fall?</td>
<td>Essential Question: What is meant by globalization? What defines a global age?</td>
</tr>
<tr>
<td>- Rise of Christianity</td>
<td>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and demographic impacts. (Standards 2, 3, 4)</td>
</tr>
<tr>
<td>- Causes of decline</td>
<td>- <strong>Trans-regional Divisions 9.6a</strong></td>
</tr>
<tr>
<td>Maurya Empire (322 – 185 B.C.E.) and Gupta Empire (319 – 540 C.E.) (Mansa Musa)</td>
<td>- Islam (Sunni and Shia), its worldview and cultural influence</td>
</tr>
<tr>
<td>- Human and physical geography (Indian Ocean, Indus and Ganges Rivers, Himalayas, monsoons)</td>
<td>- Sufism</td>
</tr>
<tr>
<td>- Location and relative size</td>
<td>- The Great Schism between Roman Catholic Christianity and Orthodox Christianity</td>
</tr>
<tr>
<td>- Contributions (government system, Lions of Ashoka, art, literature, drama, religious freedom, astronomy, math, sculpture, architecture)</td>
<td>- Delhi Sultanate</td>
</tr>
<tr>
<td>- Hinduism and Buddhism</td>
<td>- Sikhism, Amritsar, Golden Temple</td>
</tr>
<tr>
<td>- Ashoka, adoption of Buddhism</td>
<td>- Crusades</td>
</tr>
<tr>
<td>- Organizational structure</td>
<td>- Causes</td>
</tr>
<tr>
<td>- Unification and military success</td>
<td>- Effects on Byzantine Empire, The Holy Land and Europe</td>
</tr>
<tr>
<td>- Causes of decline (weak leadership, environmental factors, external conflict or nomadic invasion, competition from smaller kingdoms, economic factors)</td>
<td>- Key individuals (Urban II, Saladin, and Richard the Lion-Hearted)</td>
</tr>
<tr>
<td>- Civilizations in Mesoamerica including Maya (ca. 900 B.C.E. – 900 C.E.) 9.3a, 9.3b, 9.3c, 9.3d</td>
<td>- Sack of Jerusalem and Constantinople</td>
</tr>
<tr>
<td>- Human and physical geography (modification of environment, tropical forests, caves, Chichen Itza)</td>
<td><strong>1</strong> New Technology Improves Interregional Travel 9.4b</td>
</tr>
<tr>
<td>- Location and relative size</td>
<td><strong>Technology of trade</strong></td>
</tr>
<tr>
<td>- Early civilizations in the Americas</td>
<td>- Evolution of technology and learning from East Asia to Western Europe via the Middle East</td>
</tr>
<tr>
<td>- Maya palaces, ceremonial spaces, stepped pyramids</td>
<td>- Global Trade and Interactions 9.4c</td>
</tr>
<tr>
<td>- Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy)</td>
<td>- Regional trade</td>
</tr>
<tr>
<td>- Contributions (mathematics (zero), astronomy (calendar), science, arts (stela), architecture, agriculture, glyphs)</td>
<td>- Interregional travelers (traders, missionaries, and nomads)</td>
</tr>
<tr>
<td>- Economic necessities</td>
<td>- Major trading centers (Nanjing, Calicut, Mogadishu, Venice)</td>
</tr>
<tr>
<td>- Religion</td>
<td>- Trans Afro-Eurasian web of commerce</td>
</tr>
<tr>
<td>- Possible causes of decline</td>
<td>- Cross cultural exchange and cultural diffusion</td>
</tr>
<tr>
<td><strong>Crusades</strong></td>
<td>- Religious diffusion</td>
</tr>
<tr>
<td><strong>Economic necessities</strong></td>
<td>- Commodities, resources and luxury items</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>- Slave systems</td>
</tr>
<tr>
<td><strong>Possible causes of decline</strong></td>
<td>- Key Individuals (Ibn Battuta, Marco Polo, Zheng He)</td>
</tr>
<tr>
<td><strong>Civilizations in Mesoamerica including Maya (ca. 900 B.C.E. – 900 C.E.) 9.3a, 9.3b, 9.3c, 9.3d</strong></td>
<td><strong>Emergence and Expansion of Political States 9.4d, 9.5a</strong></td>
</tr>
<tr>
<td><strong>Human and physical geography (modification of environment, tropical forests, caves, Chichen Itza)</strong></td>
<td>- Mediterranean Sea complex: Byzantine Empire and Rise of the Ottoman Empire</td>
</tr>
<tr>
<td><strong>Location and relative size</strong></td>
<td>- Human and physical geography (Bosphorus Strait, the Balkans, Black Sea, Red Sea)</td>
</tr>
<tr>
<td><strong>Early civilizations in the Americas</strong></td>
<td>- Cross-cultural contact and exchange</td>
</tr>
<tr>
<td>- Maya palaces, ceremonial spaces, stepped pyramids</td>
<td>- Mehmed II and the Ottoman army</td>
</tr>
<tr>
<td>- Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy)</td>
<td>- Warfare and expansion</td>
</tr>
<tr>
<td>- Contributions (mathematics (zero), astronomy (calendar), science, arts (stela), architecture, agriculture, glyphs)</td>
<td>- Fall of Constantinople (1453)</td>
</tr>
<tr>
<td>- Economic necessities</td>
<td>- African civilizations (Ghana, Mali, Axum, Songhai) and Trans-Saharan routes (ca. 100 – ca. 1600 C.E.)</td>
</tr>
<tr>
<td>- Religion</td>
<td>- Human and physical geography (oasis and caravan trade, horses and camels, natural resources, influence of disease)</td>
</tr>
<tr>
<td><strong>Possible causes of decline</strong></td>
<td>- Organizational structure</td>
</tr>
<tr>
<td><strong>Civilizations in Mesoamerica including Maya (ca. 900 B.C.E. – 900 C.E.) 9.3a, 9.3b, 9.3c, 9.3d</strong></td>
<td>- Christianity in Africa</td>
</tr>
<tr>
<td><strong>Human and physical geography (modification of environment, tropical forests, caves, Chichen Itza)</strong></td>
<td>- Roles in global trade routes</td>
</tr>
<tr>
<td><strong>Location and relative size</strong></td>
<td>- Spread and impact of Islam (Mansa Musa)</td>
</tr>
<tr>
<td><strong>Early civilizations in the Americas</strong></td>
<td>- Timbuktu and African trade routes</td>
</tr>
<tr>
<td>- Maya palaces, ceremonial spaces, stepped pyramids</td>
<td>- The Bubonic Plague (ca. 1331 – ca. 1350s) 9.6b</td>
</tr>
<tr>
<td>- Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy)</td>
<td>- Spread of the Black Death</td>
</tr>
<tr>
<td>- Contributions (mathematics (zero), astronomy (calendar), science, arts (stela), architecture, agriculture, glyphs)</td>
<td>- The roles of trade and empire</td>
</tr>
<tr>
<td>- Economic necessities</td>
<td>- Global epidemiology</td>
</tr>
<tr>
<td>- Religion</td>
<td>- Social and economic effects</td>
</tr>
<tr>
<td><strong>Possible causes of decline</strong></td>
<td>- The Bubonic Plague (ca. 1331 – ca. 1350s) 9.6b</td>
</tr>
<tr>
<td><strong>Civilizations in Mesoamerica including Maya (ca. 900 B.C.E. – 900 C.E.) 9.3a, 9.3b, 9.3c, 9.3d</strong></td>
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<tr>
<td><strong>Human and physical geography (modification of environment, tropical forests, caves, Chichen Itza)</strong></td>
<td>- The roles of trade and empire</td>
</tr>
<tr>
<td><strong>Location and relative size</strong></td>
<td>- Global epidemiology</td>
</tr>
<tr>
<td><strong>Early civilizations in the Americas</strong></td>
<td>- Social and economic effects</td>
</tr>
<tr>
<td>- Maya palaces, ceremonial spaces, stepped pyramids</td>
<td>- The Bubonic Plague (ca. 1331 – ca. 1350s) 9.6b</td>
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<td>- The roles of trade and empire</td>
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<td><strong>Early civilizations in the Americas</strong></td>
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<tr>
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<td>- The Bubonic Plague (ca. 1331 – ca. 1350s) 9.6b</td>
</tr>
</tbody>
</table>
### Grade Ten: Global History and Geography

**UNIT 1:** The World in 1750 C.E.

- **SEPTEMBER**
  - Essential Question: How were global kingdoms and empires built? What conditions favor empire building?

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

- **OCTOBER – NOVEMBER**
  - Inquiries: 1. What global forces affected change in Europe ca. 1750? 2. What role did commercial activity play in developing the Ottoman Empire and Mughal Empire? 3. How does the centralization of the Tokugawa Shogunate in Japan compare to the efforts of the Bourbon Dynasty in France? 4. Why was silver a global commodity? 5. What were the long-term effects of the systems of imperialism? 6. How did the relationship between African kingdoms and European merchants change over time?

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

- **DECEMBER – JANUARY**

**UNIT 4:** Decolonization and Nationalism

- **FEBRUARY – MARCH**
  - Inquiries: 1. How did the concepts of natural law, social contract, consent of the governed, and the rights of citizens influence historical events following the Enlightenment? 2. What are some examples of resistance to colonization in the Americas? Were they effective? 3. How did nationalism differ from previous political ideas? 4. How did geo-politics and natural resources allocation influence the relations between nations and regions following WWII? 5. How did the Cold War begin? Which countries were involved in the Cold War? How was the Cold War fought? 6. How did the Cold War begin? Which countries were involved in the Cold War? How was the Cold War fought? 7. What were the long-term effects of global imperialism?

**UNIT 5:** Tensions Between Traditional Cultures and Modernization

- **APRIL**

**UNIT 6:** Globalization and the Changing Environment

- **MAY – JUNE**
  - Inquiries: 1. What global forces affected change in Europe ca. 1750? 2. What role did commercial activity play in developing the Ottoman Empire and Mughal Empire? 3. How does the centralization of the Tokugawa Shogunate in Japan compare to the efforts of the Bourbon Dynasty in France? 4. Why was silver a global commodity? 5. What were the long-term effects of the systems of imperialism? 6. How did the relationship between African kingdoms and European merchants change over time?

### Inquiries continued

1. How did the concepts of natural law, social contract, consent of the governed, and the rights of citizens influence historical events following the Enlightenment? 2. What are some examples of resistance to colonization in the Americas? Were they effective? 3. How did nationalism differ from previous political ideas? 4. How did geo-politics and natural resources allocation influence the relations between nations and regions following WWII? 5. How did the Cold War begin? Which countries were involved in the Cold War? How was the Cold War fought? 6. How did the Cold War begin? Which countries were involved in the Cold War? How was the Cold War fought? 7. What were the long-term effects of global imperialism?

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

- **SEPTEMBER**
  - Essential Question: How were global kingdoms and empires built? What conditions favor empire building?

- **OCTOBER – NOVEMBER**
  - Essential Question: How are turning points in world history defined?

- **DECEMBER – JANUARY**
  - Essential Question: How do unresolved conflicts affect future events?

- **FEBRUARY – MARCH**
  - Essential Question: Was the collapse of European imperialism inevitable?

- **APRIL**
  - Essential Question: What is the price of modernization?

- **MAY – JUNE**
  - Essential Question: Is globalization a force for progress and prosperity?
**UNIT 1:** The World in 1750 C.E.

**SEPTEMBER**

**Essential Question:** How were global kingdoms and empires built? What conditions favor empire building?

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

**OCTOBER – NOVEMBER**

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

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

**DECEMBER – JANUARY**

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

**UNIT 4:** Decolonization and Nationalism

**FEBRUARY – MARCH**

**Essential Question:** Was the collapse of European imperialism inevitable?

**UNIT 5:** Tensions Between Traditional Cultures and Modernization

**APRIL**

**Essential Question:** What is the price of modernization?

**UNIT 6:** Globalization and the Changing Environment

**MAY – JUNE**

**Essential Question:** Is globalization a force for progress and prosperity?

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

Eurasian States and Empires ca. 1750 10.1a

- Map of world in 1750 (highlighting major empires)
- The Renaissance and Scientific Revolution
- Absolutist states
- Characteristics of the Bourbon Dynasty
- The Encounter, European colonialism, and the growth of transoceanic trade routes
- Atlantic World, Indian Ocean Trade, Acapulco to China silver trade
- The Great Divergence

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**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)

- The Enlightenment in Europe (1689–ca. 1796 C.E.) 10.2a, 10.2b
  - The writings of Locke, Voltaire, Rousseau, Montesquieu, Wollstonecraft, and Wilberforce
- The concepts of natural law (social contract, consent of the governed, the rights of citizens)
- Abolitionism
- The impact of the Enlightenment on nationalism and democracy
- The influence of Enlightenment ideals on issues of gender and abolition
- The Enlightened Despots (Maria Theresa, Catherine the Great, and Fredrick the Great)

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**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)

- World War I (1914 – 1918 C.E.) 10.5a, 10.5b
  - Human and physical geography (pre and post-war political maps, diagrams of trenches and trench maps)
  - Causes of war
  - Effects of war
  - Effects of technological advances on warfare
  - Armenian Genocide (1915)
  - Collapse of Ottoman Empire
  - The war as reflected in literature, art, and propaganda
- Revolution and Change in Russia (ca. 1905 – 1939 C.E.) 10.5d
  - Czar Nicholas II
  - The Revolution of 1905
  - March Revolution and provisional government
  - Bolshevik Revolution
  - Modernization of a feudal society
  - Education, healthcare

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**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)

- India and Indo-China — Independence (1931 – 1975 C.E.) 10.7a
  - Collapse of European imperialism
  - Muslim/Hindu conflicts
  - Status of the caste system
  - Roles of Mohandas Gandhi and Jawaharal Nehru
  - Nonviolent movement/civil disobedience
  - Amritsar massacre, Salt March
  - Nai Salim
  - Kashmir and Punjab
  - Partitioning of India/creation of Pakistan (role of Muslim League)
  - French colonialism in Indochina
- Ho Chi Minh vs. Wilson on self-determination
- Vietnam War (1954–1975)
- United States involvement

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**10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION:** Tensions exist between traditional cultures and elements of modernization. Reactions for and against modernization depend on perspective and context. (Standards 2, 3, 4, 5)

- Tensions Between Traditional Cultures and Modernization 10.8a
  - Shift from traditional rural, agrarian condition to a secular, urban, industrial condition
  - Multiple perspectives on change
  - Attempts to balance modernization and tradition
  - Population pressures and poverty
  - Status of women and children
  - Ethnic/religious tensions
  - Global migration and urbanization

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

- Globalization and an Increasingly Interconnected World 10.9a
  - Scientific and technological advances
  - Satellite technology
  - Information age/Computer Revolution/Internet
  - Arab Spring and Tahir Square
  - Shifts in business and the global marketplace
  - Space exploration
  - Literacy and education
  - Epidemics
  - Medical breakthroughs
  - Improved standard of living and life expectancy
**UNIT 1: The World in 1750 C.E.**

**SEPTEMBER**

- **Essential Question:** How were global kingdoms and empires built? What conditions favor empire building?
- Interactions with Outsiders 10.1b Eurasian States and Empire ca. 1750
  - Ottoman Empire (ca. 1571 – ca. 1750 C.E.)  
    - Human and physical geography (importance of Istanbul, extent of the empire)
    - Location and relative size compared to the Safavid Empire and Mughal Empire
    - Religious and ethnic tolerance (secularism)
    - Trade (increased competition from Americas and neighboring empires)
    - Role of the Janissary and use of gunpowder
    - Islam as a unifying force within the Empire, tolerance for People of the Book
    - Declining power
  - Mughal Empire (1526 – ca. 1750 C.E.)  
    - Human and physical geography (importance of Delhi, extent of the empire)
    - Location and relative size compared to the Safavid Empire and Ottoman Empire
    - Religious and ethnic tolerance (Muslim control of Hindu majority, persecution of Sikhs)
- Political Revolutions 10.2c
  - Human and physical geography of revolutions (Atlantic world, maps, natural resources and monoculture, role of seamen, slaves and colonists, transfer of ideas and connection to trade)
  - French Revolution (1789 – 1815 C.E.)
  - Influence of the American Revolution
  - Influence of Enlightenment thinking
  - Causes
  - Effect of class distinctions and economic roles in France prior to the Revolution
  - Key individuals (Maximilien de Robespierre, Louis XVI and Olympe de Gouges)
  - Leadership of women
  - Influence on France and other nations
  - Response of European powers
  - Rise to power of Napoleon

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**UNIT 2: An Age of Revolution and Empire (1750 – 1814 C.E.)**

**OCTOBER – NOVEMBER**

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

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**DECEMBER – JANUARY**

- **Essential Question:** How do unresolved conflicts affect future events?
- Lenin’s rule in Russia
- Stalin and the rise of a modern totalitarian state
- Development of ideology and nationalism under Lenin and Stalin
- Russification of ethnic republics
- Forced famine in Ukraine
- Reign of Terror
- Interwar Period (1919 – 1939 C.E.) 10.5c, 10.5d
- Treaty of Versailles and the League of Nations
- Modernization and westernization of a secular Turkey (Atatürk)
- Women’s suffrage movement
- Great Depression
- Influence of the Great Depression on the rise of totalitarian dictators
- Weimar Republic and the rise of fascism
- Spanish Civil War (1936 – 1939)
- Policy of appeasement (Munich Pact)
- Arab nationalism and Zionism
- Guerilla warfare
- War of liberation
- Southeast Asia (Vietnam/Ho Chi Minh, Cambodia/Po Pot/Khmer Rouge, Aung San Suu Kyi—Myanmar)
- Vietnamization
- Fall of Saigon

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**UNIT 4: Decolonization and Nationalism**

**FEBRUARY – MARCH**

- **Essential Question:** Was the collapse of European imperialism inevitable?
- Essential Question: Is globalization a force for progress and prosperity?
- Modernization and Traditional Culture 10.8b
  - Changes in technology (communication and transportation)
  - Interactions between people and those in authority
  - Efforts to affect change in government policy, engage people in the political process
  - Use of social media, control access to information
  - Terrorism

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**UNIT 5: Tensions Between Traditional Cultures and Modernization**

**APRIL**

- **Essential Question:** What is the price of modernization?

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**UNIT 6: The Changing Environment**

**MAY – JUNE**

- **Essential Question:** Is globalization a force for progress and prosperity?
- Globalization: a Contentious Concept 10.9b
  - Identifying supporting arguments and criticisms of globalization
  - Free market export-oriented economies vs. localized sustainable activities
  - Development of a mixed economy in China and its role in the global economy
  - Multinational corporations and cartels: Organization of Petroleum Exporting Countries
  - Roles of World Trade Organization, World Bank, International Monetary Fund and microfinance institutions
  - Economic growth and economic downturns (recession, depression on a national and a global scale)
  - Economic development and inequality
  - Migration and labor
  - Ethnic diversity vs. homogenization

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The Environment and Sustainability 10.9c
- Pollution (air, water, toxic waste) in Europe
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<thead>
<tr>
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<tbody>
<tr>
<td>SEPTEMBER – OCTOBER – NOVEMBER</td>
<td>DECEMBER – JANUARY</td>
<td>FEBRUARY – MARCH</td>
<td>MAY – JUNE</td>
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<tr>
<td>Essential Question: How were global kingdoms and empires built?</td>
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<td>Essential Question: Is globalization a force for progress and prosperity?</td>
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<tr>
<td>■ Decline in power after Akbar the Great</td>
<td>■ Influence of the French Revolution on these movements, Atlantic World as a conduit for the spread of the ideals of liberty</td>
<td>■ Conflicts and Change in Middle East 10.7c, 10.8b</td>
<td>■ Ecological threat from pesticides and toxic substances</td>
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<td>■ Cotton and textile trade with Europeans</td>
<td>■ Class and/or racial subjugation as a precursor to revolution</td>
<td>■ Human and physical geography (natural resources, Aswan Dam, remapping the fall of the Ottoman Empire, Suez Canal)</td>
<td>■ Rachel Carson on pollution and development of modern environmentalism</td>
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<tr>
<td>Tokugawa Shogunate (1603 – ca. 1750 C.E.)</td>
<td>■ Economic relations with the metropole (France and Spain)</td>
<td>■ The Nazi and Japanese states</td>
<td>■ Deforestation (Amazon Basin)</td>
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<td>■ Human and physical geography (archipelago and mountainous topography, Pacific Ocean, Sea of Japan)</td>
<td>■ Simon Bolivar, Toussaint L’Ouverture, José de San Martín</td>
<td>■ Key individuals (Hitler, Mussolini, Stalin, Churchill, Roosevelt, Tojo)</td>
<td>■ Desertification (Sahel)</td>
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<td>■ Location and relative size compared to China and Korea</td>
<td>■ Gran Colombia</td>
<td>■ Atrocities and genocide (The Holocaust – Jews, Poles, Roma, homosexuals, Ukrainian Holodomor)</td>
<td>■ Nuclear safety (Chernobyl)</td>
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<td>■ Centralization of government at Edo/Tokyo</td>
<td>■ Haitian Constitution (1801, 1804 and 1809)</td>
<td>■ Resistance</td>
<td>■ Endangered species (Africa, South America, Australia)</td>
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<td>■ Shift from feudal structure, control of daimyo, development of bureaucracy</td>
<td>■ Relationship to the United States of America, before and after the Revolution</td>
<td>■ Japan’s role (Nanjing, Bataan, Pearl Harbor)</td>
<td>■ Green Revolution</td>
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<td>■ Use of gunpowder</td>
<td>■ The Reaction Against Revolutionary Ideas 10.2c</td>
<td>■ Effects of technological advances on warfare</td>
<td>■ GMO vs. indigenous crops (Mexico, France, South Africa)</td>
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<tr>
<td>■ View of outsiders, shift from acceptance toward persecution of Christians and Jews</td>
<td>■ Balance of power politics and the Congress of Vienna, Klemens von Metternich</td>
<td>■ Connection Between World War I and World War II 10.5a, 10.5b, 10.5c, 10.5d, 10.5e</td>
<td>■ Uranium mining (South Africa, United States, Niger)</td>
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<td>■ Increased isolation</td>
<td>■ Revolutions of 1848</td>
<td>■ Use of total war</td>
<td>■ Access to potable water</td>
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<td>Qing Dynasty (1644 – ca. 1750 C.E.)</td>
<td>■ Russian absolutism: reforms and expansion</td>
<td>■ Comparisons and contrasts of the long- and short-term causes and effects for World War I and World War II</td>
<td>■ Global warming and climate change</td>
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<tr>
<td>■ Human and physical geography (expansion of Great Wall)</td>
<td>■ Expansion of Russia into Siberia</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ International response to climate change (Kyoto)</td>
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<tr>
<td>■ Location and relative size compared to contemporary world empires</td>
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<td>■ International Possibilities and Conflict 10.9d</td>
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<td>■ Overseas trade (silver, tea, porcelain, textiles)</td>
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<td>■ Economic Interdependence</td>
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The New York City Department of Education Grades 9-12 Social Studies Scope and Sequence

Grade 10: Global History and Geography | 14
UNIT 1: The World in 1750 C.E.

- Neo-Confucianism and the influence of Confucian ideals, including subjugation of women
- Decline in power
- Coastal African Kingdoms: Ashanti, Benin, Dahomey (ca. 1440 – ca. 1750 C.E.)
- Human and physical geography (political maps of revolutions and connections to mother countries)
- Roles of social classes
- Roles of the Church and military
- Role of cash crop economies in a global market
- The Mexican Revolution
- Cultural Identity and Nationalism 10.2d
- Global nationalism (1815 – 1919 C.E.)
- Different approaches to trade and interactions with Europeans
- Ashanti (gold, maize, slave trade)
- Benin (pepper, textiles, ivory, slave trade)
- Dahomey (western guns for slave trade)
- Technological and artistic achievements
- Changing relationship over time with Europeans including view of slave trade

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

- Latin America: The Failure of Democracy and the Search for Stability 10.2b, 10.2c
- Human and physical geography
- Agrarian Revolution
- The British Industrial Revolution (1770-ca. 1870s C.E.) 10.3b, 10.3c
- The 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)
- Economic and Social Revolutions 10.3a
- Human and physical geography
- Agrarian Revolution
- The British Industrial Revolution (1770-ca. 1870s C.E.) 10.3b, 10.3c
- Causes
- Capitalism/market economy
- Factory system
- Innovations in energy, technology, communication, transportation
- Shift from mercantilism to laissez-faire economics
- Changes in social classes
- Changing roles of men, women, and children
- Urbanization (Manchester, London, growth of slums)
- Responses to Industrialization 10.3c, 10.3d
- Influence of reform movements
- Utopian reform (Robert Owen)
- Legislative reform, Sadler Report
- Role of unions
- Labor unrest
- Karl Marx and Friedrich Engels and communism, The Communist Manifesto
- Parliamentary reforms, expansion of suffrage
- Writers (Dickens and Zola)
- Global migrations during 19th Century
- Writings of Thomas Malthus (Essay on the Principles of Population)
- Irish potato famine (1845 – 1850)
- Global migrations during 19th Century
- Writings of Thomas Malthus (Essay on the Principles of Population)
- Irish potato famine (1845 – 1850)
- Relationship of industrialization to British agricultural revolution
- Growth of Irish nationalism
- Compulsory education laws

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

- Cold War Balance of Power (1945–1991 C.E.) 10.6a
- Human and physical geography
- w Wwii (Yalta and Potsdam)
- The Causes and Effects of 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)
- Cold War Balance of Power (1945–1991 C.E.) 10.6a
- Origins of tensions at end of WWII (Yalta and Potsdam)
- Emergence of the superpowers and the ideological differences between the United States and the Soviet Union
- Political climate of the Cold War (Marshall Plan, Truman Doctrine, Berlin airlift/blockade, and a divided Germany)
- United States occupation of Germany and Japan

UNIT 4: Decolonization and Nationalism

- Communism under Mao Zedong
- Communism under Deng Xiaoping
- Fifth modernization: Democracy (Tiananmen Square, April/May 1989)
- Return of Hong Kong (July 1, 1997)
- Social system
- Political and economic change in Latin America (1930-1989 C.E.)
- Physical setting
- Argentina ( Eva Peron, Mothers of the Plaza De Mayo)
- Fidel Castro’s Cuban Revolution (causes and effects, U.S. embargo)
- Dominican Republic under Rafael Trujillo
- Nicaragua’s Sandinistas and U.S. backed Contras
- Guatemala’s indigenous rights campaign
- Colombian Civil War (militia and FARC)
- Mexico (fall of PRI, gang violence, government corruption)
- Changing role of Roman Catholic Church in Latin America
- Latin American immigration to the United States
- Return of the Panama Canal

The New York City Department of Education Grades 9-12 Social Studies Scope and Sequence Grade 10: Global History and Geography | 15
UNIT 2:
An Age of Revolution and Empire
(1750 – 1914 C.E.)

OCTOBER – NOVEMBER

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)

10.4a, 10.4b, 10.4c

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

Resisting and Adapting to Colonial Rule 10.4a, 10.4b, 10.4c
- British, French, Belgians, and Germans in Africa
  - The Congress of Berlin (Berlin Conference)
  - Direct and indirect rule in Africa (Congo and South Africa)
  - African resistance (Zulu Empire, Ethiopia, Southern Egypt/Sudan)

Boer War
- Cecil Rhodes
- 19th-century anti-slave trade legislation/ abolitionism

International Conflicts 10.4a, 10.4b, 10.4c
- European spheres of influence in China
- Opium Wars (1839 – 1842 and 1858 – 1860) and the Treaty of Nanjing
- Resistance (role of Empress Dowager Cixi, Taiping Rebellion (1850 – 1864), Boxer Rebellion (1898 – 1901))
- Roles of women

Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910 – 1911)
- Modernization, industrialization, westernization
- Japan as an imperialist power
- First Sino-Japanese War (1894-1895)
- Russo-Japanese War (1904-1905)
- Annexation of Korea
- Dependence on world market

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

Cold War Confrontations and Attempts at Peace 10.6b
- Policy of containment and efforts to expand communism
- Nuclear weapons proliferation, rise of the military-industrial complex and space race
- Hungarian Revolt (1956)
- Soviet invasion of Czechoslovakia (1968)
- Surrogate superpower rivalries (Egypt, Congo, Angola, Chile, Iran, Iraq, Korea, Vietnam, Guatemala)
- Military technology of the cold war
- Role of nonaligned nations (Egypt and India)

Economic Issues in the Cold War and Post-Cold War Era 10.6a, 10.6b
- Market vs. command economies
- Economic recovery in Europe and Japan
- Organization of Petroleum Exporting Countries (OPEC) and oil crisis of the 1970s
- Pacific Rim economies and economic crisis
- North America Free Trade Agreement

Collapse of Communism and the Breakup of the Soviet Union 10.6c
- Human and physical geography (changing political boundaries)
- Background events, 1970 to 1987
- Poland’s Solidarity and Lech Wałęsa
- Influence of political reforms of glasnost and economic reforms of perestroika (Mikhail Gorbachev)
- Fall of Berlin Wall and reunification of Germany
- Velvet Revolution
- Ethnic conflict in former satellite states
- Challenges faced by post-communist Russia (Boris Yeltsin)

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

Human Rights Violations and the Efforts to Protect Threatened Groups 10.10a, 10.10b
- United Nations Universal Declaration of Human Rights (1948)
- Influences on creation of the Universal Declaration of Human Rights (Holocaust, Nuremberg Trials, Tokyo Trials)
- Roles of the United Nations
- International and multinational efforts to protect human rights, maintain peace, stability, and economic prosperity
- Case Studies of Human Rights Violations 10.10c
  - Universal Declaration of Human Rights principles and articles
  - Roles of perpetrator and bystanders
  - Use of ideology and role of ethnic and/or religious conflict
  - Atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic
  - Cambodia, Rwanda, Darfur, Democratic Republic of Congo, Sudan, Syria
  - Policy of apartheid in South Africa and the growth of the anti-apartheid movements
  - Nelson Mandela’s role in anti-apartheid movements
  - Mother Teresa, Aung San Suu Kyi, the Mothers of the Plaza of Mayo, Malala Yousafzai (educational rights for women) Rigoberta Menchu (indigenous rights)
### Grade Eleven: United States History and Government

<table>
<thead>
<tr>
<th>Unit</th>
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<th>Time Period</th>
<th>Essential Question</th>
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<tbody>
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<td>1</td>
<td>UNIT 1: Forming a Union: Continental and Constitutional Foundations  (1607 – ca. 1800)</td>
<td>SEPTEMBER – OCTOBER</td>
<td>Essential Question: What are American foundations for liberty and freedom?</td>
</tr>
<tr>
<td>2</td>
<td>UNIT 2: Expansion, Nationalism, and Sectionalism                     (1800 – 1865)</td>
<td>NOVEMBER</td>
<td>Essential Question: Was the Civil War inevitable?</td>
</tr>
<tr>
<td>3</td>
<td>UNIT 3: Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)</td>
<td>DECEMBER – JANUARY</td>
<td>Essential Question: How was America’s response to the challenges of growth &amp; progress aligned with its ideals of democracy?</td>
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<tr>
<td>4</td>
<td>UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)</td>
<td>FEBRUARY – MID-MARCH</td>
<td>Essential Question: How does a nation balance its own needs and interests with that of other nations?</td>
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<tr>
<td>5</td>
<td>UNIT 5: World War II and the Cold War (1935 – 1990)</td>
<td>MID-MARCH – APRIL</td>
<td>Essential Question: To what extent have America’s responses to foreign policy challenges been successful?</td>
</tr>
<tr>
<td>6</td>
<td>UNIT 6: Social and Economic Change: Domestic Issues (1945 – present)</td>
<td>MAY</td>
<td>Essential Question: Is there one America or many?</td>
</tr>
<tr>
<td>7</td>
<td>UNIT 7: The United States and Globalization (1900 – present)</td>
<td>JUNE</td>
<td>Essential Question: Is the United States moving toward or away from its foundational ideals?</td>
</tr>
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#### Inquiries

1. **UNIT 1**
   1. Why did the Dutch settle in the 13 colonies? What factors led to the growth of the Dutch colony? What were the demographic forces that contributed to the emergence of slavery?
   2. How did the geographic location of colony affect the Dutch economic system? What were the effects of these geographic factors on the development of the Dutch colony?
   3. Why did legislative compromises dealing with slavery and expansion fail to avoid a constitutional crisis? Was the treatment of Native Americans by the U.S. government inconsistent with fundamental American values?
   4. In what ways was the United States becoming a nation of two economic systems during 1800-1861?

2. **UNIT 2**
   1. What factors led the Irish to move (or be deported) to the 13 colonies? What factors contributed to the emergence of slavery?
   2. Why did legislative compromises dealing with slavery and expansion fail to avoid a constitutional crisis? Was the treatment of Native Americans by the U.S. government inconsistent with fundamental American values?
   3. In what ways was the United States becoming a nation of two economic systems during 1800-1861?

3. **UNIT 3**
   1. What were the economic, political and social causes of American imperialism?
   2. Did the United States become an empire in the years 1890-1940? Why or Why not?

4. **UNIT 4**
   1. What was the rationale for wartime internment of Americans? Could another wartime internment occur today? Why or Why not?

5. **UNIT 5**
   1. Why wasn’t Jim Crow laws affected after the Brown v. Board of Education decision?
   2. What factors led to the Cold War? Was it inevitable?

6. **UNIT 6**
   1. What were the actions and foreign policy differ from the policies of Reagan/Bush?
   2. What were the consequences? How does the War on Terror compare to earlier U.S. military operations in Panama, Vietnam, and/or Korea?
   3. Are we a nation of haves and have-nots? Why is it so difficult to discuss class in the U.S.?
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<td>7. To what extent was the U.S. Constitution an imperfect document? Do the Bill of Rights and other amendments address those imperfections?</td>
<td>5. Should Lincoln be known as the Great Emancipator?</td>
<td>6. What were the short term and long term effects of the Civil War?</td>
<td>7. Was the New Deal a success?</td>
<td>7. Why is it often difficult for elected leaders to campaign for stronger environmental protection policies?</td>
<td>6. In the early 21st century, has the U.S. lived up to the ideals set forth in the preamble to the U.S. Constitution?</td>
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<tr>
<td>11.1 COLONIAL FOUNDATIONS (1607–1763): European colonization in North America prompted cultural contact and exchange among diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards 1, 2, 3, 4, 5) Native American Groups and European Arrival 11.1a ❏ European (Dutch, English, French, Spanish contact with Samoset, Algonquin, Haudenosaunee)</td>
<td>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) American Nationalism, Expansion, and Economic Growth 11.3a ❏ The Louisiana Purchase ❏ Exploring and setting the West ❏ Expanding the American frontier</td>
<td>11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political union 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) The Civil War Amendments and the Southern Response 11.4a ❏ Lincoln’s Plan ❏ Johnson’s Plan ❏ Congressional Reconstruction</td>
<td>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) The United States Emerges as a Global Power 11.6a ❏ From old diplomacy to new (1865-1900)</td>
<td>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) The U.S. Returns to War 11.8a ❏ U.S. rivalry with Japan (1931–1945) ❏ Isolation and neutrality ❏ Debate over U.S. entrance into war (FDR, Churchill vs. Lindbergh) ❏ Anti-interventionism (pacificism, America First) ❏ Neutrality Acts ❏ Spanish Civil War ❏ Aggressions of Japan, Germany, Italy</td>
<td>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) 1950s Age of Consensus and Affluence ❏ Returning the U.S. to a peacetime economy ❏ Interstate Highway Act ❏ Suburbanization (Levittowns)</td>
<td>11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present): The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. (Standards 1, 2, 4, 5) The United States: Political and Economic Status 11.11a ❏ Energy sources, nuclear power ❏ Materials (plastics, light metals) ❏ Technology (computers)</td>
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**SEPTEMBER — OCTOBER**

**Essential Question:** What are America's foundational ideals?

- European diseases decimate Native Americans
- Native Americans’ relationships with colonists
- Trading commodities
- Forced labor (Post-Bacon’s Rebellion; enslavement in Bermuda following Pequot War)
- Resistance/warfare (Powhatan rebellions, Pequot War, Mystic Massacre, King Philip's War, French and Indian War)
- Native American government
- Colonial Economic Development
- Social Structures, and Labor Systems 11.1b
- Geography and the development of the American Colonies
- Effects of geography on historical/cultural development, Native Americans
- Influence on colonial settlement and economic systems

**Lecture Notes**

- Lewis and Clark, interaction with Blackfeet, Mandan, Nez Perce, Lakota
- North border set at 49th Parallel, Missouri Compromise, Florida Expansion
- The Mormon Church (Joseph Smith, Brigham Young)

**The Virginia Presidential Dynasties:** Jefferson, Madison, and Monroe

- Embargo Act 1807
- Failure of Republican diplomacy
- Factors leading to War of 1812 (British Impressment of Americans, British alliance with Native Americans, British refusal to give up forts, competition over North American fur trade)
- Monroe Doctrine
- European reaction and British enforcement

**The New South**

- The struggle for political control in the post-war South
- Carpetbaggers
- Piedmont communities
- Agriculture
- Status of freedmen

**Essential Question:** How was America’s response to the challenges of growth & progress aligned with its ideals of democracy?

- Civil Rights Act (1866)
- Freedmen’s Bureau
- Reconstruction and resistance
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Black Codes, vary from state to state
- Restrictions on voting rights (poll taxes, grandfather clauses, literacy tests)
- Rise of the Ku Klux Klan
- Radical Republicans vs. Johnson
- The North develops as an industrial power

**The New South**

- The struggle for political control in the post-war South
- Carpetbaggers
- Piedmont communities
- Agriculture
- Status of freedmen

**Role of increased American power**

- Communications technology
- American attitudes toward international role
- Growth of naval power
- Commodore Perry and the opening of Japan
- Naval bases – Samoa and Midway

**The Spanish-American War (1898)**

- Causes of the war (humanitarian reasons, economic interests, De Lome Letter, Sinking of the USS Maine)
- Yellow Journalism
- Treaty of Paris (1898), Splendid Little War
- U.S. annexes Guam, Puerto Rico, Philippines, and Cuba

**U.S. Imperialism/Expansion debate**

- The Platt Amendment
- The Munich Conference
- Start of World War II in Europe
- Gradual U.S. involvement in WWII
- Lend-Lease Act
- The Atlantic Charter, August 1941
- Japanese invasion of Manchuria
- Japan joins Axis Alliance
- Pearl Harbor
- A day that will live in infamy
- The human dimensions of WWII
- Allied strategy and leadership
- Assistance to Soviet Union
- FDR’s efforts to maintain Grand Alliance
- Marshall and MacArthur
- Battles (Invasion of Sicily and Italy, D-Day invasion, Battle of the Bulge, Pearl Harbor, Bataan, Midway, Guadalcanal, Manila, Iwo Jima, Okinawa, A-bombs, occupation of Japan)

**Essential Question:** To what extent have America’s responses to foreign policy challenges been successful?

- Duck and cover drills, bomb shelters
- Earl Warren appointment (by Eisenhower)
- Prosperity and conservatism
- Postwar consumerism (homes, autos, and television)
- New educational opportunities (G.I. Bill)
- The baby boom and its effects
- Migration and immigration
- Puerto Rican diaspora

**Civil Rights Movement 11.10a**

- The Clinton presidency
- Persian Gulf crisis
- George H.W. Bush
- Saddam Hussein, Dick Cheney, Colin Powell
- Kuwait, Saudi Arabia, Iraq, United Nations
- Technology, media coverage
- International Coalition
- Results of the War

**The Clinton presidency**

- Government shut down, Newt Gingrich, Republican takeover of Congress in 1994
- Corporate structures (multinational corporations)
- Nature of employment (agriculture to industry to service)
- Problems (waste disposal, air/water pollution, growing energy usage, depleting resources)
- Central America and the Caribbean (debt and stability)
- Sandinistas, Contras
- Middle East (war and hostages)

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**UNIT 1:** Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)  
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### UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

#### SEPTEMBER – OCTOBER
- Essential Question: What are American foundations for liberty and freedom?
- Major zones/areas (climate, vegetation, agriculture, natural resources)
- Geographic factors that shaped the identity of America

#### UNIT 2: Expansion, Nationalism, and Sectionalism (1800 – 1865)

#### NOVEMBER
- Essential Question: Was the Civil War inevitable?
- Variations in colonial social structures and labor systems
- Role of slavery in the colonial economic system and social structure
- Indentured servitude vs. slavery
- Development of slavery as a racial institution
- Slave trade, triangular slave trade, internal slave trade
- Colonial political & economic experiences
- Contradiction between slavery & emerging ideals of freedom/liberty

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

#### DECEMBER – JANUARY
- Immigration to the colonies
- Slavery in the colonies

#### UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)

#### FEBRUARY – MID-MARCH
- Push/pull factors
- Flight from religious persecution

#### UNIT 5: World War II and the Cold War (1935 – 1990)

#### MID-MARCH – APRIL
- Decision to use the atomic bomb against Japan

#### UNIT 6: Social and Economic Change: Domestic Issues (1945 – present)

#### MAY
- Economic issues of the 1990s

#### JUNE
- Political concerns

#### UNIT 7: The United States and Globalization (1990 – present)

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- Aspirations of political transformation
- Freedom of speech
- Freedom to own land
- Economic reasons

Political Developments (British Political Traditions, Enlightenment Ideas, and the Colonial Experience) 11.1c
- Key events (Magna Carta, habeas corpus, English Bill of Rights, Glorious Revolution)
- Enlightenment thought and ideas (Becarica, Locke, Montesquieu, Rousseau, Voltaire, social contract, natural rights, freedom of religion, separation of powers)
- Colonial charters and self-government

Transportation and transformation
- Growth of urban and industrial patterns of life in the North (more railroads and labor needed in the North)
- Transportation revolution (Erie Canal, rise of the Port of New York)
- New York City becomes a trade and manufacturing center
- Movement into the antebellum Southwest, women on plantations, expansion of slavery into the West
- Growth of domestic industries
- Increased demands for free and enslaved labor
- Changing roles of women

The birth of the American reform and the Second Great Awakening
- Religious and secular roots, religious revival
- Exclusion of women from the 14th and 15th amendments
- Struggle for voting and increased property rights
- The suffrage movement (Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, Julia Ward Howe)
- Beginnings of fight for birth control (Margaret Sanger)
- Women's Peace movement

The New American Frontier (1850-1880) 11.4c
- Economic and technological impacts of the Civil War
- Expanding world markets
- Land west of the Mississippi
- Rolling plains and the Great American Desert
- California Gold Rush, Sutter's Mill in California
- Panama Canal retrocession treaty (1906)
- Dollar Diplomacy
- American Neutrality Turns to Involvement in WWI (1914-1918) 11.6b
- Efforts at neutrality
- Causes of U.S. entry into WWI (unrestricted submarine warfare, economic reasons, sinking of the Lusitania, Black Tom explosion, Zimmerman Telegram)
- U.S. role in WWI
- Key leaders (Herbert Hoover, Douglas MacArthur, Franklin Roosevelt)
- U.S. reaction to Russian Revolution
- War opposition and patriotism – the draft issue
- Espionage Act and Sedition Act
- Schenck v. United States (1919)
- Mexican workers (Bracero Program, agricultural jobs, migrated to U.S. to work in defense industries)
- Women (WACs, Rosie the Riveter)
- Discrimination towards minority groups in the military and workforce, Zoot-Suit Riots
- Interment of West Coast Japanese-Americans (Executive Order 9066)
- Korematsu v. United States (1944)
- The United States' Role in Preventing Human Suffering in the Future 11.8c
- Demobilization
- The Nazi Holocaust – United States and world reactions
- The Nuremberg war crimes trials
- International peace efforts
- Formation of the United Nations

Black Power movement
- Black Muslims, Elijah Mohammed, Malcolm X
- March Against Fear
- Stokely Carmichael
- Black Panthers
- Civil unrest, Watts riots
- Kerner Commission
- Assassination of Malcolm X
- Assassination of MLK Jr.

Decade of change: the 1960s
- The election of 1960, JFK vs. Nixon
- JFK's New Frontier
- Minimum wage
- Increase Social Security benefits
- Peace Corps
- Volunteer work on the home front
- Emergence of Conservative Movement, Barry Goldwater
- LBJ and the Great Society
- War on poverty

Foreign policy issues of the 1960s
- United States—Middle East relations: Israel—PLO agreement (Rabin and Arafat)
- Globalization
- North American Free Trade Agreement (NAFTA)
- The General Agreement on Tariffs and Trade (GATT)
- United States trade with China, Japan, and Latin America
- Human Rights violations in China
- The break-up of Yugoslavia
- Intervention in Somalia
- Haiti, Aristide elected President in Haiti's first democratic election, coup d'état and exile of Aristide, earthquake
- United States—Russian relations
- United States—European relations
- Vietnam syndrome
## 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)

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### SEPTEMBER – OCTOBER

**Essential Question:** What are American foundations for liberty and freedom?

- Public schools, Horace Mann, Walt Whitman, Charles Reason
- Care for the physically disabled and the mentally ill, Dorothea Dix
- Poverty and crime
- Temperance movement, religious leaders, women
- Equal rights and justice (expansion of franchise, search for minority rights)
- Underground Railroad, Harriet Tubman, life under slavery
- Emergence of women’s rights movement, connections to abolitionist movement

### NOVEMBER

**Essential Question:** How was America’s response to the challenges of growth & progress aligned with its ideals of democracy?

- Developing labor needs (railroads, canals, urban growth such as Chicago and San Francisco)
- American prosperity on the frontier in the West
- Native American resistance
- The settlement of the West – Homestead Act (1862)
- Pacific Railway Act
- The Indian wars (Sand Creek Massacre, Black Hawk War, Great Sioux War of 1876–77, Battle of the Little Bighorn, Wounded Knee Massacre)

### DECEMBER – JANUARY

**Essential Question:** How does a nation balance its own needs and interests with that of other nations?

- Red Scare (1918-1921), Palmer Raids
- Xenophobia
- Fear of radicals, loyalty oaths for NY teachers

### FEBRUARY – MID-MARCH

**Essential Question:** To what extent have America’s responses to foreign policy challenges been successful?

- Universal Declaration of Human Rights
- Truman’s Fair Deal
- Inflation and strikes
- Servicemen’s Readjustment Act
- Partisan problems with Congress
- Minorities face challenges
- Truman and civil rights
- Truman vs. Dewey, election of 1948
- Eleanor Roosevelt’s role

### MID-MARCH – APRIL

**Essential Question:** Is there one America or many?

- Volunteers In Service to America (VISTA)
- Project Head Start
- Job Corps
- Medicare, Medicaid
- National Endowment for the Arts and Humanities
- Department of Housing and Urban Development (HUD)
- Upward Bound
- Economic Opportunity Act of 1964
- 24th Amendment
- Civil Rights Act
- Heart of Atlanta Motel Inc. v. United States (1964)
- Voting Rights Act
- Wilderness Protection Act
- Fair Housing Act

### MAY

**Essential Question:** Is the United States moving toward or away from its foundational ideals?

- George W. Bush presidency
- The U.S. in the 21st Century
- Neo-conservatism
- No Child Left Behind (2001)
- Hurricane Katrina (2005)
- President’s Emergency Plan for AIDS relief

### JUNE

- The War on Terror 11.1b
- 9/11 attack, Osama Bin Laden, Al Qaeda
- Authorization of the War on Terror
- Invasion of Afghanistan
- USA PATRIOT Act
- Iraqi War
- Guantanamo Bay
- American public reacts to terrorism, Americans of Middle East descent
- George W. Bush’s decline in popularity
- No Child Left Behind
- Hurricane Katrina
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The Declaration of Independence 11.2b
- Purpose of the Declaration of Independence
- Grievances against the King
- Absence of African Americans, women, and Native Americans
- Long term impact
- Slavery
- African-Americans’ role and growth of free black population
- Impact on foreign nations

Revolution in America, 1775-1783
- Revolutionary beliefs (republican principles, natural rights)
- Role of Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, Susan B. Anthony
- Jacksonian era
- Political democratization
- The rise of mass politics (John Quincy Adams, Andrew Jackson, Henry Clay, Election of 1824)
- Reduction in land requirements to vote
- The spoils system
- Nullification crisis (1832)
- Worcester v. Georgia (1832)
- The Bank War
- Broken treaties and Indian removal
- Native American cultural survival strategies
- Denial of Native American treaty and land ownership rights
- Jackson and Native Americans
- Seminole Wars

- Potential for investment (development of key urban centers)
- Pressures of advancing white settlement (differing views of land use and ownership)
- Treaties and legal status
- Hostility Towards Immigrants 11.4d
- Treaty of Guadalupe Hidalgo
- Treatment of Mexicans and Mexican Americans in the Southwest
- Role of Chinese immigrants in national economy (railroads, working conditions, treatment)
- Nativist opposition to continued immigration (Yellow Peril, West Coast restrictions, Chinese Exclusion Act of 1882, stereotyping of and prejudice against Mexicans and Chinese)
- War aims (Wilson’s 14 Points, Freedom of the Seas, arms reduction, self-determination, giving up colonies)
- Treaty of Versailles
- Woodrow Wilson
- League of Nations
- Henry Cabot Lodge
- Washington Naval Disarmament Conference
- Treaties and legal status
- Expansions and containment: Europe
- Summits: Yalta (April 1945), Potsdam (August 1945)
- The Iron Curtain, Winston Churchill
- Postwar uses for U.S. power
- The Truman Doctrine
- The Marshall Plan
- Berlin blockade and Berlin airlift
- Formation of NATO alliance
- Russian response, Warsaw Pact
- Counter-culture
- The New Left (SDS, Weather Underground, Yippie draft protesters)
- Kent State and Jackson State shootings
- Woodstock
- 1968: A year of turmoil
- President Johnson’s decision not to seek reelection
- Assassinations of Dr. Martin Luther King, Jr. (April 1968) and Robert Kennedy (June 1968)
- The Democratic Convention
- Impact of the Vietnam War on society
- Election of 1968, Hawks vs. Doves
- The Nixon years
- Peace with China, Nixon’s Secret Plan to end war in Vietnam
- The Moon Landing

Financial crisis emerges
- Causes of the financial panic of 2008
- Federal government’s response to the Great Recession
- The 2008 election - Barack Obama
- Campaign financing, Citizens United
- Super PACs, lobbying
- Wall Street collapse
- Government bailout
- Mortgage crisis
- Economic recession
- Occupy Wall Street
- Economic recession
- Second Amendment debate
- Partisanship in politics deepens

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- Loyalists vs. Tories
- Revolutionary war battles (Lexington and Concord, Battle of Bunker Hill, Battle of Brooklyn, Battle of Saratoga, Battle of Trenton, Battle of Yorktown)
- First Continental Congress
- Response to Intolerable Acts, boycott British goods
- Second Continental Congress
- Unpaid veterans, Shay's Rebellion
- Women struggle to maintain soldier's home and family
- Native Americans form alliances with both sides
- Native American land seized at war’s end
- Treaty of Paris (1783)
- Evacuation Day, NYC

The Constitutional Convention (1787-1788) 11.2c
- The Indian Removal Act
- Trail(s) of Tears
- Manifest Destiny
- John L. O'Sullivan
- Divine Providence and expansion from Atlantic to Pacific
- President Polk’s administration
- Expansions into Oregon Territory, “54°40’ or fight”
- Mexican War
- Dissent (Abraham Lincoln, Spot Resolutions, Thoreau, Ulysses S. Grant)
- Mexican Cession, Gadsden Purchase and fulfillment of Manifest Destiny

Sectionalism: The Constitution in Jeopardy 11.3b
- United States society divided
- The great constitutional debates – states’ rights vs. federal supremacy (nullification)

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)

- Impact on African-Americans and other established minorities
- Literacy testing
- Nativist reactions, stereotyping and prejudice – Urban poverty, worked for low wages – Faced harassment over religious beliefs

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)

- The 1920s and Cultural Changes 11.7a
  - Mass consumption
  - The automobile
  - Installment buying (consumer durable goods, appliances)
  - Real estate boom and suburban development
  - Improvement of roads
  - Entertainment (radio, motion pictures, advertising, and cultural homogenization)
  - Impact of WWII on American culture
  - Increased leisure time for people

- Containment in Asia, Africa, and Latin America
  - The United States and Japan
  - Japanese Instrument of Surrender
  - Reconstruction of Japan
  - The United States and China
  - Rise to power of Mao Zedong and the People’s Republic of China
  - Chiang Kai-shek to Taiwan
  - U.S.S.R. tests atomic bomb

- Korean War
  - The Yalu River
  - United Nations efforts
  - Use of napalm, new technology
  - Stalemate and truce
  - Point Four program
- The Cold War at home
  - Truman and government loyalty checks
  - The Smith Act and the House Un-American

- Vietnamization Plan
- The War Powers Act
- Resignation of Spiro T. Agnew
- Watergate affair and its constitutional implications
- The impeachment process and resignation of Richard Nixon

- Individuals, Diverse Groups, and Organizations That Have Changed America 11.10b
- Ralph Nader, Unsafe at Any Speed
- National Organization for Women (NOW)
- Shifting roles and images of women
- Equal Rights Amendment
- Title IX
- Roe v. Wade (1973)

- Uprisings in Egypt, Iran
- Government shutdown
- Benghazi
- Veterans scandal
- Immigration debate deepens
- National debt
- Problems in Syria, Iraq

- Globalization and Advances in Technology 11.11c
- Globalization’s impact on the U.S. economy
- Multinational corporations and their influence
- Economic relationship between the U.S. and China
- Arab Spring, technology impacts revolutions
### UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

- Plans of government (Virginia Plan, New Jersey Plan, Connecticut Plan)
- Election of the President
- Great Compromise
- Protection from abuses of power (popular sovereignty, limited government)
- Power separated and balanced
- Slavery and the Constitution – 3/5th Compromise
- Commerce Compromise (abolition of slave importation in 1808)
- Fugitive Slave Law
- Reasons for omitting slavery from the Constitution

**Debate over the ratification of the Constitution**

- Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)
- “Do Nothing” Presidents-Fillmore, Pierce, Buchanan
- Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre
- Disintegration of the Whig Party and rise of the Republican Party
- Dred Scott v. Sanford (1857)
- Lincoln-Douglas Debates
- John Brown’s Raid
- Abraham Lincoln (Election of 1860, secession, compromise plans)

The American Civil War (1861-1865) 11.3c

- The rise of monopolies
- Incorporation
- Vertical Integration, horizontal consolidation
- Expanding national and international markets
- Transportation (railroads and automobiles, urban transportation)
- Building materials (steel)
- Energy sources (coal, oil, electricity)
- Communications (telegraph, telephone)
- Merchandising changes, department stores, mail order catalogs, Sears & Roebuck, Macys, Gimbel's
- Alexander Graham Bell, telephone
- Thomas Edison, motion picture
- Louis Pasteur vaccines
- Nikola Tesla, AC Motor
- George Goodyear, vulcanized rubber, tires
- The literary scene

### UNIT 2: Expansion, Nationalism, and Sectionalism (1800 – 1865)

- Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)
- “Do Nothing” Presidents-Fillmore, Pierce, Buchanan
- Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre
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### UNIT 3: Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)

- Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)
- “Do Nothing” Presidents-Fillmore, Pierce, Buchanan
- Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre
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### UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)

- Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)
- “Do Nothing” Presidents-Fillmore, Pierce, Buchanan
- Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre
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### UNIT 5: World War II and the Cold War (1935 – 1990)

- Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)
- “Do Nothing” Presidents-Fillmore, Pierce, Buchanan
- Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre
- Disintegration of the Whig Party and rise of the Republican Party
- Dred Scott v. Sanford (1857)
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The American Civil War (1861-1865) 11.3c

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### UNIT 6: Social and Economic Change: Domestic Issues (1945 – present)

- Efforts to address slavery (Missouri Compromise, Compromise of 1850, Fugitive Slave Law, preservation of the Union)
- “Do Nothing” Presidents-Fillmore, Pierce, Buchanan
- Kansas-Nebraska Act, Bleeding Kansas-Pottawatomie Massacre
- Disintegration of the Whig Party and rise of the Republican Party
- Dred Scott v. Sanford (1857)
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### Essential Questions:

- What are American foundations for liberty and freedom?
- Was the Civil War inevitable?
- How was America’s response to the challenges of growth & progress aligned with its ideals of democracy?
- How does a nation balance its own needs and interests with that of other nations?
- To what extent have America’s responses to foreign policy challenges been successful?
- Is there one America or many?

**Demands for equality**

- American Indian Movement (AIM) and protests
- Russell Means, native identity, land claims
- Occupation of Alcatraz
- The long march
- Self-determination for American-Indians
- Siege at Wounded Knee, 1973
- Gay Rights and the LGBT movement

**Politics**

- Loss of China
- Stalemate in Korea
- Truman’s failing popularity
- Cuban Revolution, Bay of Pigs, U.S. Embargo

**Eisenhower’s foreign policies**

- The end of the Korean War
- Loss of China
- McCarthyism
- Blacklisting, Pete Seeger, Paul Robeson

**Activities Committee**

- The Alger Hiss case (1950)
- The Rosenberg trial (1950)
- The Alger Hiss case (1950)
- The Rosenberg trial (1950)
- Blacklisting, Pete Seeger, Paul Robeson
- McCarthyism
- Blacklisting, Pete Seeger, Paul Robeson
- McCarthyism

**HUAC, Investigative Committee of the House of Representatives**

- John Foster Dulles
- The Alger Hiss case (1950)
- The Rosenberg trial (1950)
- Loyalty and dissent (Robert Oppenheimer)

**Margaret Chase Smith**

- Edward R. Murrow
- Margaret Chase Smith

**Politics**

- Loss of China
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**Eisenhower’s foreign policies**

- The end of the Korean War
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**Equality in the workplace**

- Increased focus on domestic abuse
- Brown power movement
- Organizing farm labor (Cesar Chavez), United Farm Workers
- Cuban and Haitian immigration

**Increasing Hispanic presence in American politics**

- Young Lords
|---|---|---|---|---|---|

**SEPTEMBER — OCTOBER**

**Essential Question:** What are American foundations for liberty and freedom?

- Anti-Federalists (Democratic-Republicans - Thomas Jefferson, Patrick Henry, Sam Adams, George Mason)
- The Federalist Papers and Anti-Federalist Papers
  - Strong centralized government vs. states’ rights
  - National Bank
  - Wealthy class vs. working class
  - Use of force during Whiskey Rebellion
- Economic pressures as a tool of diplomacy
- Hamilton’s economic plan, The National Bank
- Development of political parties
- Federalists vs. Democratic-Republicans
  - Philosophies of Hamilton and Jefferson
  - Suppressing dissent (Whiskey Rebellion, Alien and Sedition Acts)

**NOVEMBER**

**Essential Question:** Was the Civil War inevitable?

- Military strategy (Union and Confederacy)
- Major battles (First Battle of Bull Run, Antietam, Shiloh, Gettysburg, Vicksburg, Fall of Atlanta, Sherman’s March)
- Human toll, death toll and casualties due to combat and disease
- Home front
  - Expansion of executive and federal power
  - Suspension of habeas corpus
- Women of the Civil War (Clara Barton, Lucretia Mott, Rose O’Neal Greenhow, Mary Chestnut)
- Government policy (wartime finances, creating a national currency, Transcontinental Railroad, Homestead Act)
- Emancipation Proclamation (military strategy and moral reasons)

**DECEMBER — JANUARY**

**Essential Question:** How was America’s response to the challenges of growth & progress aligned to its ideals of democracy?

- Urban growth and industrialization
  - Living conditions
  - Attractions (jobs, education, culture, public education system)
  - Problems (slums, increased crime, inadequate water and sanitation services)
  - Innovation (skyscrapers, escalators, elevators, tenements)
- Factories and people, immigrants patterns of settlement
- Working conditions, wages
- The Great Migration
- Women, families, and work
- Social Darwinism, increased class division
- Traditional roles, Victorian ideal and reality
- Emerging family patterns (two wage earners, broken homes)
- Problems of child labor, elderly, disabled, and African-American women

**FEBRUARY — MID-MARCH**

**Essential Question:** How does a nation balance its own needs and interests with that of other nations?

- Intolerance of the 1920s
  - Science, education, and religion (Scopes Trial)
  - Nativism
  - Sacco and Vanzetti Trial
  - Restrictions on immigration – closing the golden door
  - Chinese Exclusion Act (1882)
  - Gentlemen’s Agreement
  - Emergency Quota Act
  - Reed-Johnson Immigration Act, literacy tests
  - Immigration Act of 1924
  - The reemergence of the KKK, Nativists, Fundamentalists, Anti-Catholics, Anti-Jewish Anti-Communists, Anti-African Americans
- African American Struggles and Thriving Culture 11.7b
  - The Great Migration
  - Lack of education
  - The H-bomb
  - Los Alamos
  - Summits and U-2’s
  - Establishment of SEATO
  - Controversy (Aswan Dam, Suez Canal, overthrow of Mohammad Mosaddeg)
  - Polish and Hungarian Uprisings
  - Eisenhower Doctrine
  - Sputnik and space race
  - Nuclear Arms Race 11.9b
  - Nuclear arms
  - Space race, NASA
  - Vienna Summit/Berlin Wall
  - Cuban Missile Crisis
  - Launching the race to the moon
- Nuclear Test Ban Treaty (1963 and 1967)

**MID-MARCH — APRIL**

**Essential Question:** To what extent have America’s responses to foreign policy challenges been successful?

- The French-Indochinese War
- Kennedy, foreign policy and Cold War crises, Laos and Vietnam
- The Supreme Court and the Vietnam Era (1953 – 1969)
- Mapp v. Ohio (1961)
- Baker v. Carr (1962)
- Gideon v. Wainwright (1963)
- Miranda v. Arizona (1966)
- Escobedo v. Illinois (1964)
- Terry v. Ohio (1968)
- The Supreme Court and the schools
  - Engel v. Vitale (1962)
  - Bethel v. Fraser (1983)
  - New Jersey v. TLO (1985)
  - Morse v. Frederick (2007)
- Movement for rights of disabled citizens
  - Historic attitudes about disabled persons
  - Special Olympics
  - Litigation and legislation

**MAY**

**Essential Question:** Is there one America or many?

- The Supreme Court and the Civil Rights Movement (1965 – 1972)
- The Reconstruction era (1865 – 1877)
- The New Deal and the Great Depression (1933 – 1941)
- The New Deal and the Second World War (1941 – 1945)
- Post-Civil War America: Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)
- Forming a Union: Colonial and Constitutional Foundations (1607 - ca. 1800)
- Expansion, Nationalism, and Sectionalism (1800 – 1865)
# The New York City Department of Education Grades 9-12 Social Studies Scope and Sequence

## UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

- Constitution (1788) 11.2d
- The Bill of Rights – Protections provided and to whom they initially applied
- Reasons behind the creation of the United States Constitution (1788) 11.2d
- Three branches (Congress, President, Judicial)
- Separation of powers
- Creation of a system of checks and balances
- Limits of Federalism – balance between nation and state
- Civil liberties
- Criminal procedures
- Constitutional change and flexibility (Elastic Clause, Necessary and Proper Clause)
- Washington’s administration, Constitutional change and development of unwritten government practices
- Art and literature (Horatio Alger, penny dailies)
- New business and government practices
- Art and literature (Horatio Alger, penny dailies)
- Captains of industry or robber barons
  - John D. Rockefeller, Andrew Carnegie, Henry Ford, Cornelius Vanderbilt
  - Work ethic (Cotton Mather to Horatio Alger)
  - Conflict between the public good and private gain (use of resources)
  - Philanthropy (Carnegie, Rockefeller)
  - The Gilded Age
- Race riots, 1919
- The Chicago Defender (1919 – 1922)
- Emergence of jazz and blues music
- The Harlem Renaissance (Cotton Club, Savoy Ballroom, Apollo Theatre)
- Key cultural figures (Duke Ellington, Langston Hughes, Bessie Smith, Louis Armstrong)
- Black nationalism, Black separatists, Pan African Movement
- Marcus Garvey (Black Nationalism, Black separatists, Pan African Movement)
- Laissez-faire and government support for business
- Interpretation of 14th amendment by Supreme Court (railroad pooling, rate inequalities, Wabash, St. Louis and Pacific Railway v. Illinois (1886), railroad regulation, state and national ICC)
- Economic Prosperity to Economic Depression 11.7c
- The Republican Presidents of the 1920s: Harding, Coolidge, Hoover
- Laissez-faire capitalism
- U.S. and the spread of communism
- Civil war in South Vietnam
- Ho Chi Minh, Viet Cong
- Gulf of Tonkin Incident, Gulf of Tonkin Resolution
- LBJ and the Americanization of the war
- Fear of losing Vietnam
- Escalation and U.S. assumptions, Tet Offensive
- Nixon’s internationalism
- Henry Kissinger and realpolitik
- Military coup in Chile
- Expansion of Vietnam War into Cambodia
- Withdrawal from Vietnam and Cambodia, peace talks and signing of Paris Peace Accords
- Nixon Doctrine
- Detente
- Opening to China
- Opening Door to Russia
- Education of the Handicapped Act
- Education for All Handicapped Children Act
- Rehabilitation Act of 1973, Section 504
- Americans with Disabilities Act
- Activism by disabled veterans
- Deinstitutionalization, mainstreaming

## UNIT 2: Expansion, Nationalism, and Sectionalism (1800 – 1865)

- General Lee surrenders
- NY City Draft Riots
- Gettysburg Address
- African-American participation in the war (Massachusetts 54th, Battle of Fort Wagner, Fort Pillow Massacre)
- NY City Draft Riots
- General Lee surrenders
- Appomattox, April 9, 1865
- Reasons why the North prevailed
- Race riots, 1919
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## UNIT 3: Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)

- Garvey
- National ICC
- Railroad pooling, rate
- Military coup in Chile
- Expansion of Vietnam War into Cambodia
- Withdrawal from Vietnam and Cambodia, peace talks and signing of Paris Peace Accords
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## UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)

- Race riots, 1919
- The Chicago Defender (1919 – 1922)
- Emergence of jazz and blues music
- The Harlem Renaissance (Cotton Club, Savoy Ballroom, Apollo Theatre)
- Key cultural figures (Duke Ellington, Langston Hughes, Bessie Smith, Louis Armstrong)
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## UNIT 5: World War II and the Cold War (1935 – 1990)

- Race riots, 1919
- The Chicago Defender (1919 – 1922)
- Emergence of jazz and blues music
- The Harlem Renaissance (Cotton Club, Savoy Ballroom, Apollo Theatre)
- Key cultural figures (Duke Ellington, Langston Hughes, Bessie Smith, Louis Armstrong)
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- Activism by disabled veterans
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## UNIT 6: Social and Economic Change: Domestic Issues (1945 – present)

- Race riots, 1919
- The Chicago Defender (1919 – 1922)
- Emergence of jazz and blues music
- The Harlem Renaissance (Cotton Club, Savoy Ballroom, Apollo Theatre)
- Key cultural figures (Duke Ellington, Langston Hughes, Bessie Smith, Louis Armstrong)
- Black nationalism, Black separatists, Pan African Movement
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### Essential Questions:

- SEPTEMBER — OCTOBER
  - What are American foundations for liberty and freedom?
- NOVEMBER
  - Was the Civil War inevitable?
- DECEMBER — JANUARY
  - How was America’s response to the challenges of growth & progress aligned with that of other nations?
- FEBRUARY — MARCH
  - How does a nation balance its own needs and interests with that of other nations?
- MID-MARCH — APRIL
  - To what extent have America’s responses to foreign policy challenges been successful?
- MAY
  - Is there one America or many?
## UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

### SEPTEMBER – OCTOBER

- Executive Cabinet
- Washington’s advice to avoid political parties
- Neutrality, Election of 1800
- Thomas Jefferson’s election
  - Tradition of peaceful transfer of power
  - Presidential election of 2000

### The Marshall Court (1801 – 1834)

- Gibbons v. Ogden
- McCulloch v. Maryland
- Marbury v. Madison
- John Marshall, Federalist,
  - Thomas Jefferson's election
  - Neutrality, Election of 1800

### SEPTEMBER – OCTOBER

- The Marshall Court (1801 – 1834)
  - Gibbons v. Ogden
  - McCulloch v. Maryland
  - Marbury v. Madison
  - John Marshall, Federalist,
    - Thomas Jefferson's election
    - Neutrality, Election of 1800

### FEBRUARY – MID-MARCH

- Foundations for liberty
  - Essential Question: What are American foundations for liberty and freedom?

### UNIT 2:

- Forming a Union:
  - (1607 – ca. 1800)
  - Constitutional
  - Colonial and Foundations

### UNIT 3:

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

### FEBRUARY – MID-MARCH

- Rapid Industrialization
  - and Urbanization Leads to New Reforms 11.5b
  - New sources of labor/
    - immigrants (eastern/southern Europe and Asia)
  - Rapid Industrialization
    - and Urbanization Leads to New Reforms 11.5b
    - New sources of labor/
      - immigrants (eastern/southern Europe and Asia)

### Mareers and trusts – United States v. E.C. Knight (1895)

- Strengthening railroad
  - regulation and consumer
    - protection (Commerce Act, Sherman Antitrust Act)

### Trust-busting (Northern Securities Co. v. United States (1904), Standard Oil)

### SEPTEMBER – OCTOBER

- Executive Cabinet
- Washington’s advice to avoid political parties
- Neutrality, Election of 1800
- Thomas Jefferson’s election
  - Tradition of peaceful transfer of power
  - Presidential election of 2000

### DECember – JANUARY

- Essentials Question: How was America's response to the challenges of growth & progress aligned to its ideals of democracy?

### MARCH – APRIL

- Executive Cabinet
- Washington’s advice to avoid political parties
- Neutrality, Election of 1800
- Thomas Jefferson’s election
  - Tradition of peaceful transfer of power
  - Presidential election of 2000

### MAY

- Essentials Question: Is there one America or many?

### UNIT 6:

- Social and Economic Change: Domestic Issues (1945 – present)

- Environmental problems
  - Oil crisis, shifting energy priorities
  - Environmental Protection Agency
  - Environmental concerns, Three Mile Island, toxic waste, acid rain
  - Silent Spring
  - Clean Air Acts, Clean Water Act, Endangered Species Act, Environmental Protection Agency
  - Modifications to Great Society programs
  - New approaches to old and new problems
    - Modifications to the DEA, food stamps, revenue sharing
    - Ratification of the 16th Amendment
    - Feast and famine
    - The problems of poverty in an affluent society
    - Immigration Debate, Immigration Act of 1965
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<tr>
<td>Essential Question: How was America's response to the challenges of growth &amp; progress aligned to its ideals of democracy?</td>
<td>Essential Question: How does a nation balance its own needs and interests with that of other nations?</td>
<td>Essential Question: To what extent have America's responses to foreign policy challenges been successful?</td>
<td>Essential Question: Is there one America or many?</td>
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<tr>
<td>- Pull factors leading to immigration (labor shortages, industrialization, familial relationships, ideals of liberty/freedoms)</td>
<td>- The New Deal</td>
<td>- United States – Soviet relations</td>
<td>- The &quot;new&quot; immigrants - Immigration Reform and Control Act</td>
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<tr>
<td>- Urbanization (ghettos)</td>
<td>- Relief of human suffering</td>
<td>- Schecter Poultry Corp. v. United States (1935), U.S. v. Butler (1936), Morehead v. New York (1936)</td>
<td>- Changing demographic patterns, growing numbers of elderly</td>
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<tr>
<td>- Americanization process</td>
<td>- Grapes of Wrath, music (Woody Guthrie)</td>
<td>- Roosevelt's Court packing proposal</td>
<td>- Domestic Policies and Problems and the Role of Government 11.10c</td>
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<tr>
<td>- Contributions to American society</td>
<td>- Federal Emergency Relief Act</td>
<td>- Indian Reorganization Act</td>
<td>- Supply-side economics, Reagonomics</td>
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<tr>
<td>- Diversity of the U.S. population</td>
<td>- Unemployment (Works Progress Administration, Public Works Administration, Civilian Conservation Corps)</td>
<td>- Opposition to the New Deal (Al Smith, Norman Thomas, Huy Long, Father Coughlin, Dr. Francis Townsend)</td>
<td>- Tax policy and deficits</td>
</tr>
<tr>
<td>- Cultural pluralism (assimilation, acculturation, melting pot vs. salad bowl)</td>
<td>Recovery of the U.S. economy</td>
<td>Franklin D. Roosevelt and the Great Depression</td>
<td>- Environmental and civil rights policies</td>
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<tr>
<td>- Red Scare, Emma Goldman, Sacco and Vanzetti</td>
<td>- National Recovery Administration</td>
<td>- FDR as communicator and efforts to restore public confidence</td>
<td>- AIDS epidemic</td>
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<td>- Quota Acts (1921 and 1924)</td>
<td>- First and second Agricultural Adjustment Act (1933, 1938)</td>
<td>- Press conferences, freestyle chats, and effective use of the radio</td>
<td>- War on drugs</td>
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<td><strong>Agrarian response</strong></td>
<td>- Glass-Steagall Act, Federal Deposit Insurance Corporation</td>
<td>- 1936 election, Second New Deal</td>
<td>- Deregulation</td>
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<td>- The Grange movement as agrarian protest</td>
<td>- Stock market</td>
<td>- 1940 election (third term controversy, passage of the 22nd amendment)</td>
<td>- Decline of unions</td>
</tr>
<tr>
<td>- Populism (William Jennings Bryan, the election of 1896, grassroots political party)</td>
<td>- Social Security</td>
<td>- Eleanor Roosevelt as the president's eyes and ears</td>
<td>- The Election of 1988</td>
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<tr>
<td>- Impact of Populist Party on main political parties</td>
<td>- Wagner Act (National Labor Relations Board, Labor Standards Act)</td>
<td>- &quot;Star Wars&quot; and arms limitation efforts</td>
<td>- Rise of a third party (H. Ross Perot)</td>
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<tr>
<td>National government response ( Interstate Commerce Act)</td>
<td>- Formation of Congress of Industrial Organization</td>
<td>- Defense spending and the fall of the Soviet Union</td>
<td>- Increasing influence of political action committees (PACs)</td>
</tr>
<tr>
<td>Industrial Labor’s response</td>
<td>- Frances Perkins, U.S. Secretary of Labor</td>
<td>- Dissolution of the Soviet Union</td>
<td>- Domestic issues, drugs, AIDS, poverty</td>
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<tr>
<td>Efforts at national labor unions (Knights of Labor, American Federation of Labor, American Railway Union, ILGWU, International Workers of the World)</td>
<td>- Controversial aspects</td>
<td>- Reagan travels to Germany, Tear down this wall speech</td>
<td>- Environmental concerns</td>
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<td>- Bread and butter objectives</td>
<td>- Constitutional issues</td>
<td>- Fall of the Berlin Wall and German reunification</td>
<td>- Immigration issues</td>
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<tr>
<td>- Attitudes toward immigrants, African-Americans, women</td>
<td>- Roosevelt’s Court packing proposal</td>
<td>- AIDS, poverty</td>
<td>- Cruzan v. Director, Missouri Department of Health (1990)</td>
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<tr>
<td>- Union leadership (Samuel Gompers, Eugene Debs, Elizabeth Gurley Flynn, Mother Jones)</td>
<td>- The New Deal and minorities</td>
<td>- Environmental and civil rights policies</td>
<td>- Planned Parenthood of Southeastern Pennsylvania, et. al. v. Casey (1991)</td>
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</table>
UNIT 3:
Post-Civil War America Industrialization, Urbanization and the Progressive Movement
(1865 – ca. 1900)

DECEMBER – JANUARY

Essential Question:
How was America’s response to the challenges of growth & progress aligned to its ideals of democracy?

Reform in America

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

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

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

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

Woodrow Wilson and the New Freedom
- Progressivism, the 1912 election (Taft, Roosevelt, Wilson)
- The 16th Amendment
- The Underwood Tariff and the graduated income tax
- The 17th Amendment
- Clayton Antitrust Act and the Federal Trade commission
- The Federal Reserve System
- Temperance/prohibition
- Women’s suffrage, 19th Amendment (1920)
### Grade Twelve: Participation in Government

#### UNIT 1: Foundations of American Democracy

| Essential Question: How has American democracy evolved? |

**Inquiries**

1. What are the characteristics of democratic government?
2. Are the 300-year-old political traditions and Enlightenment ideals reflected in the Declaration of Independence and United States Constitution still alive in our government today?
3. How was the U.S. Constitution shaped by American History prior to 1789?
4. How is power divided and shared in the United States government (federal, local, state, and in the three branches)?
5. Is there a balance of power between the branches?
6. How have Supreme Court decisions expanded or restricted personal rights and responsibilities?

**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.

**Role in the Enlightenment 12.G1a**

**Philosophies of government**

- Types of government (monarchy, oligarchy, totalitarian, fascist, democratic, republican, parliamentary)
- Functions of government
- Responsibilities of government
- Politics and government
- Government vs. politics

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#### UNIT 2: Rights and Responsibilities

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

**Inquiries**

1. What are the differences among rights, freedoms, and liberties?
2. What is an example of a debate in U.S. History that defines each concept?
3. How can your rights change as a result of a change in context? From state to state, outside to home, on the street to inside a school?
4. How can I exercise the right to vote? Does every vote count the same? Why don’t more people vote?
5. Do we pay too much or too little of our income in taxes?
6. What does it mean when you are called for jury duty?

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

**Equality and Due Process 12.G2a**

- Rights of individuals in this country
- Fundamental values of equality before law and due process
- The meaning of due process
- Inalienable rights
- Civic debates such as rights, equality before law, due process

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#### UNIT 3: Civic Participation and Public Policy

| Essential Question: How do citizens influence government policy? |

**Inquiries**

1. What opportunities exist for an individual student to affect political and civic change?
2. What contemporary issues do federal, state, and local governments need to address?
3. Does the electoral system in the United States still meet our country’s needs? Why or why not?
4. What role do third parties play in United States politics? In NYS? In NYC?
5. Where do we find reliable information about a public policy issue or a local participation in government project?
6. How do we become civic participants?

**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.


- Election process (local, state, and federal)
- Electoral college
- Winner-take-all election
- Electoral mechanisms
- Open elections
- Who currently holds each office
- Candidates for office and their parties
- Central issues in the election cycle
UNIT 1: Foundations of American Democracy

SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH

Law vs. politics
Locke vs. Hobbes
Authoritarian vs. democratic government
Protecting public safety
Providing order
Regulating economy
Advancing public welfare
Major principles of political systems

Role of the Enlightenment in the framework for our Constitution
Natural rights, social contract, popular sovereignty, separation of powers, rights of the accused, representative
Montesquieu, Beccaria, Voltaire, Locke, Hobbes, Thomas Paine
Influence of Roman and English Law
Republicanism (Roman and Greek tradition and influence on America)
English Bill of Rights

Early American Government Influences
Evolution of self-governing, republican governments (New England town meetings, Virginia House of Burgesses), early state constitutions (NYS), Articles of Confederation
Flushing Remonstrance letter as pre-cursor to Bill of Rights
Political philosophy of Declaration of Independence
Impact of Declaration of Independence on the rest of the world
Articles of Confederation and its failure

Constitutional Convention (1787 – 1789)
United States and NYS Constitutions
Constitutional Debate over office of the President and Executive Branch
Federalist Papers
Anti-Federalist Papers

UNIT 2: Rights and Responsibilities

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

Rights of Individuals in this Country 12.G2b
Constitutional rights
Statutory rights
Precedents, current rules or principles of law governing specific rights
Limits on specific rights
Issues and implications surrounding specific rights
Connections between the policy making process in the legislature and the judicial process in the courts
Civil War amendments
Texas v. Johnson (1989) and flag burning
Civic rights of citizens and residents to associate and petition and assemble (KKK in Skokie, IL)

An Independent Judicial System 12.G2c
Role of the courts with regard to protection of rights and freedoms
Flexibility of judicial interpretation
Impartiality of justices

Civil Rights 12.G2d
Evolving definition of civil rights
Debates on the expansion and protection of civil rights

19th Amendment (1920), ERA

UNIT 3: Civic Participation and Public Policy

DECEMBER — JANUARY or MAY — JUNE

Obtaining and completing a voter registration form
Contacting elected officials
Evaluating promises and voting records of incumbents
Analyzing and evaluating candidates’ experiences
Calendar for federal, state, and local elections
Obtaining an absentee ballot

Political Parties 12.G4d
Founders’ views on political parties
Joining a political organization
Personnel (staff, volunteers, allies)
Campaign strategy (offensive and defensive)
Political, economic, and social philosophies and party platforms
Volunteerism, Advocacy and Civic Participation 12.G4e
Volunteering to work in a political campaign
Community improvement projects, coalition building with local government, neighborhood CBOs and advocacy groups.
Civic participatory action (contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts)
Citizens as activists (opposing arguments on abolition, women’s rights, immigration, LGBT rights, environmental policy, housing rights, etc.)

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.

Executive Branch and Public Policy 12.G5a
Policy (roles, shaping, implementing, amending, and enforcing)
Executive Address
State of the Union
### UNIT 1: Foundations of American Democracy

**SEPTEMBER — MID-OCTOBER or FEBRUARY — MId-MARCH**

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

- Federalists vs. Anti-Federalists
- Constitutional Compromises (Great Compromise, 3/5 Compromise, Commerce Compromise, Bill of Rights)
- No one is above the law (U.S. v. Nixon (1972), impeachment process, Johnson impeachment (1868), Nixon resignation (1974), Clinton impeachment (1999))
- Separation of Powers 12.G1c
  - Article I, II, III setting forth powers and responsibilities of each branch, systems of checks and balances and system of federalism
  - Limited government
  - Separation of powers
  - System of federalism (creation of Constitutional Convention)
  - Three branches
  - The system of checks and balances
  - Structure at all levels of government
- Tests of Federal Government (McCulloch v. Maryland (1819), Nullification Crisis (1832), Civil War, Little Rock 9 (1957), states challenging Affordable Health Care Act (2013-present))
- State vs. national concerns of federal government
  - National concerns such as interstate commerce which rely on federal action (Gibbons v. Ogden (1805), Wabash v. Illinois (1886), Sherman Anti-Trust Act, Interstate Commerce Commission)
  - State concerns such as police power which rely on state and local actions (Ferguson Mo. (2014), Department of Defense Excess Property Program)
  - Federal government such as education policy ([IDEA](https://www2.ed.gov/policy/elsec/guid/idea/index.html), No Child Left Behind, Race to the Top)
- The Executive Branch 12.G5a
  - United States electoral and representational system single-member districts
  - Winner-take-all elections
  - The electoral college
  - Compromise over the electoral college

### UNIT 2: Rights and Responsibilities

**MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL**

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

- Rights: Legal Status and Location 12.G2e
  - Rights are not absolute
  - Rights and location (schools, workplace, private property)
  - Debates around extension and limitations of rights
  - Rights and responsibilities of minors (family, emancipation)
  - Rights and responsibilities related to medical treatment or public assistance for minorities
  - Limits on individual legal rights and responsibilities when interacting with other countries
  - Freedom of expression inside and outside of school
  - Some legal rights change when moving to another state
  - Freedom of the Press 12.G2f
    - First Amendment
    - Free and open flow of information
    - Venue for a variety of views
    - Limitations of freedom of the press, role of sponsors and oligopoly

- 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.
- Balancing Personal Liberties 12.G3a
  - Balance of personal liberty and social responsibility
  - Rights of the accused
  - 4th, 5th, 6th, 7th, 8th, 14th Amendments

### UNIT 3: Civic Participation and Public Policy

**DECEMBER — JANUARY or MAY — JUNE**

**Essential Question:** How do citizens influence government policy?

- Governmental Branches and Agencies Determine Policy 12.G5b, 12.G5c
  - Balancing regional and national needs, existing political positions and loyalties, and sources of political power
  - Negotiating and implementing government policy
  - Government action across levels of government
  - Governmental departments and agencies
  - Department of Homeland Security
  - Federal Emergency Management Agency (FEMA, Hurricane Sandy (2012))
  - U.S. Department of Education (Race to the Top)
  - Border controversy (Texas and Arizona vs. federal government)
  - Public works projects (Alaskan Bridge to Nowhere)
  - Keystone XL Pipeline
- Effective Media Consumers 12.G5d
  - Citizens as watchdogs of government
  - Increasing amount of sources
  - Evaluating media sources and public policy research
  - Effective and informed citizens engage in public policy research
  - Bills and laws, legislative history
  - Legislative and executive reports
  - Newspapers and other periodicals
  - Libraries, archives
  - Internet
  - Conducting an interview, Institutional Review Board Guidelines

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**The New York City Department of Education Grades 9-12 Social Studies Scope and Sequence**

**Grade 12:** Participation in Government | 33
## UNIT 1: Foundations of American Democracy

**SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH**

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

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

Supreme Court and Judicial System 12.G1d

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

**Judicial branch**

- Marbury v. Madison (1803)
- Controversy of judicial review
- Jefferson’s view of Supreme Court as an oligarchy
- Worcester v. Georgia (1832)
- Role of John Marshall

Reserving Powers to the States 12.G1e

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

## UNIT 2: Rights and Responsibilities

**MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL**

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

- Warren Court

**Voting and Participating in Government 12.G3b**

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

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

- Military Selective Service Act
- Duty of every male citizen and resident of the U.S., ages 18-26, to register
- Mandatory registration vs. mandatory draft
- Constitutional history of military service
- Military and political importance of a militia in colonial times
- Second Amendment
- Conscription and military draft
- Wartime occurrences of civil disobedience
- Conscientious objection
- Struggle against racial and gender discrimination in the armed services
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<th><strong>UNIT 2:</strong> Rights and Responsibilities</th>
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<td>Amendment Process 12.G1f</td>
<td>Essential Question: How has American democracy evolved?</td>
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<td>State and federal participation in amendment process</td>
<td>Taxation</td>
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<td>Constitution evolution</td>
<td>Government rely on taxation (income, property, and sales) as a major source of revenue</td>
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<tr>
<td>Constitutional interpretation of loose construction vs. strict construction</td>
<td>Public policy influences and regulates financial incentives (buying a home) and disincentives (spending retirement savings before retirement age)</td>
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<td>Eligible to serve at 18 years of age</td>
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<td>May oppose jury service for religious reasons</td>
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<td>Juror qualification vs. jury summons</td>
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<td>Grand and petit juries</td>
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<td>Civil and criminal cases</td>
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<td>Federal and state court systems</td>
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<td>Legal right of defendant to be judged by a jury of his/her peers (5th and 6th Amendments)</td>
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<td>Political right of citizens to serve as jurors (6th and 7th Amendments)</td>
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**SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH**

**MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL**
### Grade Twelve: Economics

#### UNIT 1: Personal Finance
- **Individual Responsibility and the Economy**
  - **SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH**
  - Essential Question: How can individual economic decisions shape a person’s financial future?
  - **Inquiries**
    1. What decisions do we make as borrowers, consumers, investors, and producers? Why are these decisions important?
    2. What institutions influence an individual’s economic decisions? How do they do so?
    3. How do the goals of the national economy impact the individual?
    4. What are the various forms of consumer credit?
    5. How is the money I pay in taxes used?
    6. What are the economic decisions and responsibilities associated with buying a house, getting married or having children?

#### UNIT 2: Individuals and Businesses in the Market
- **MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL**
- Essential Question: Is the economic system of the United States of America fair and just?
- **Inquiries**
  1. Is the free enterprise system really free?
  2. What are the characteristics of an entrepreneur? What are the rewards and liabilities to opening a business?
  3. How do the choices that buyers and sellers make impact the market? How do economic indicators shape the decisions that individuals make?
  4. What is the Law of Supply? What is the Law of Demand?
  5. Historically, what roles have organized labor played in the U.S. economy? In a post-industrial economy, do unions matter?
  6. How have demographics of the American workforce changed in recent decades? What will the jobs of the future look like?

#### UNIT 3: American Capitalism and the Global Economy
- **DECEMBER — JANUARY or MAY — JUNE**
- Essential Question: How does globalization affect us?
- **Inquiries**
  1. Why is the United States considered a mixed economy and not a free market economy?
  2. How much should the government regulate the economy?
  3. How has globalization affected the United States’ economy?
  4. What role does the Federal Reserve Board play in the American economic system?
  5. How do nations trade with one another?
  6. Is American capitalism sustainable?

#### 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.

**Economics Decisions in Our Lives 12.E1a**
- People have personal economic goals and make economic decisions
- Economic decisions (opportunities, resources (income and wealth), preferences, and ethics)
- Impact of national economic goals on individuals
- Roles of individual (consumer, saver, investor, producer, earner, borrower, lender, taxpayer, and recipient of government services)

**Finance and Personal Finance 12.E1b**
- Definition of money (characteristics and functions)
- Definition of finance (money management)

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

**Allocation of Resources 12.E2a**
- Limited resources
- Decisions on goods and services, production, distribution, and sales
- Resource allocation and efficiency

#### Characteristics of the United States economy
- Circular flow of the economy
- Price system (all factors that work together to determine price)
- Theory of supply and demand
- Competition in a market economy
- Elasticity as an exception to the rule of demand

**Challenges for the United States and other market-based systems**
- Unemployment
- Income and wealth gaps
- Other challenges: environmental pollution, economic instability, and discrimination
- Lack of government regulation
# Personal Finance: Individual Responsibility and the Economy

**SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH**

**Essential Question:** How can individual economic decisions shape a person's financial future?

- Personal financial goals and strategies
- Opportunity cost, trade offs
- The role of finance in business and government

**Managing your money**
- Strategies to achieve long-term goals
- Budgeting
- Personal savings and investing
- Personal considerations (risk tolerance, values, age, family situation)
- Return on investment
- Managing risk through diversification
- Liquidity
- Influence of advertising
- Personal taxes (W2, W4 and 1099 forms, filing status, deductions, exemptions)
- Personal insurance (health, life, motor vehicle)
- Legal documents (wills, estate plans, prenuptial/postnuptial agreements, marriage licenses)
- Retirement funds (IRA, Roth IRA, 401K Plan)

**Markets**
- Instruments
- Equity (stocks)
- Debt (public and private)
- Roles markets play in directing funds
- From savers to investors
- Effects of current events on domestic and global markets
- Risk

- Types of business organizations
  - Sole proprietorship
  - Partnership
  - Corporation (profit and not-for-profit)
  - Franchises
  - Influences of cartels, monopolies, oligopolies

- Consumer Influence, Production and Pricing 12.E2b
  **Choices of buyers and sellers in the marketplace**
  - Supply and demand
  - Market price
  - Allocation of scarce resources, and the goods and services that are produced
  - Consumers influence product availability and price through their purchasing power in the product market
  - Product market supply and demand determine product availability and pricing

- Supply and Demand and Business 12.E2c
  **Businesses' choices**
  - Supplying the product market
    - Product market prices
    - Available technology
    - Prices of factors of production
  - Determining the prices of factors of production
  - Supply and demand in the factor market

- Starting and operating a business
  - Recognizing opportunities
  - Setting goals
  - Developing a business plan
  - Strategic planning
  - Product development, purchasing and inventory management, record keeping, and distribution

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# Individuals and Businesses in the Market

**MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL**

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

- **Influences of entrepreneurship**
  - Economic system and role of entrepreneur

- **Role of the entrepreneur**
  - Examples of entrepreneurs today
  - Impact of entrepreneurs on the economy
  - Impact of entrepreneurs on community development

- **Role of Government in Protecting the Free Market 12.E3d**
  - Troubled Asset Relief Program (TARP), Economic Stimulus Act, American Recovery and Reinvestment Act
  - Workplace and labor regulation (OSHA, National Labor Relations Act)
  - Ensuring property rights (intellectual property, eminent domain)
  - Promoting income equality (JOBS Act)
  - Social mobility (minimum wage legislation, taxes)

- **Role of Government and Economic Inequality 12.E3e**
  - The causes of economic inequality (social, political, economic injustices)
  - Debates (economic injustice vs. individual choice and responsibility)
  - Government policy addressing income gap and economic inequality
  - Government programs designed to combat poverty (social welfare, healthcare)

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# American Capitalism and the Global Economy

**DECEMBER — JANUARY or MAY — JUNE**

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

- **Effects of Entrepreneurialism and Economic Growth 12.E3c**
  - Capitalist business cycle (recession, depression, expansion, recovery)
  - U.S. government and economy supports entrepreneurialism
  - Intended consequences of economic growth (growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities)
  - Unintended consequences of economic growth (recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities)

- **Role of the entrepreneur**
  - Examples of entrepreneurs today
  - Impact of entrepreneurs on the economy
  - Impact of entrepreneurs on community development

- **Role of Government in Protecting the Free Market 12.E3d**
  - Troubled Asset Relief Program (TARP), Economic Stimulus Act, American Recovery and Reinvestment Act
  - Workplace and labor regulation (OSHA, National Labor Relations Act)
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- **Role of Government and Economic Inequality 12.E3e**
  - The causes of economic inequality (social, political, economic injustices)
  - Debates (economic injustice vs. individual choice and responsibility)
  - Government policy addressing income gap and economic inequality
  - Government programs designed to combat poverty (social welfare, healthcare)
### 1. UNIT 1: Personal Finance - Individual Responsibility and the Economy

**SEPTEMBER – MID-OCTOBER** or **FEBRUARY – MID-MARCH**

**Essential Question:**
How can individual economic decisions shape a person’s financial future?

<table>
<thead>
<tr>
<th>Banks</th>
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<tbody>
<tr>
<td>Role of banks in the financial system and importance to consumers (savings accounts, checking accounts, loans, certificates of deposit)</td>
</tr>
<tr>
<td>Kinds of banks and other deposit taking institutions (commercial, savings, investment)</td>
</tr>
<tr>
<td>Banks and businesses</td>
</tr>
<tr>
<td>Banks and the consumer</td>
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<tr>
<td>Regulating the financial services industry</td>
</tr>
<tr>
<td>Federal Reserve</td>
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<tr>
<td>State banking and insurance Commissions</td>
</tr>
<tr>
<td>F.D.I.C.</td>
</tr>
</tbody>
</table>

**Interest and Credit 12.E1c**
- Interest rates (costs, measuring, APRs, short- and long-term rates)
- Effects of raising and lowering rates
- Compounding and the rule of 72
- Interest rate spread
- Nominal and real returns

**Credit**
- Forms of credit (loans, credit cards, mortgage, commercial paper, treasury notes, bills, bonds)
- Benefits and costs of credit
- Credit and the consumer (personal credit reports and ratings, responsible use of credit, rights with creditors)
- Short-term vs. long-term credit
- Problems with credit and unsecured credit
- Credit score (calculations, consequences, relationship to borrowing rates)
- Credit cards (APR, grace period, hidden fees, credit card criteria, reward cards, department store cards)
- The impact of personal debt
- Predatory lending
- Bankruptcy (types)

### 2. UNIT 2: Individuals and Businesses in the Market

**MID-OCTOBER – NOVEMBER** or **MID-MARCH – APRIL**

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

<table>
<thead>
<tr>
<th>Interactions between large and small businesses</th>
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</thead>
<tbody>
<tr>
<td>Antitrust cases</td>
</tr>
<tr>
<td>Role of federal government in blocking or approving mergers</td>
</tr>
<tr>
<td>Implications for consumers</td>
</tr>
<tr>
<td>Implications for business</td>
</tr>
</tbody>
</table>

**Economic Goals and Indicators 12.E4a**
- Economic Indicators (Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates)
- Humphrey-Hawking Act (economic indicators and goals for those indicators)
- The business cycle (causes and effects of fluctuations, unemployment)
- Types of unemployment (structural, frictional, seasonal, cyclical)
- Long-term unemployed
- Unemployment rate vs. the Labor Force Participation Rate
- Effects of unemployment
- Inflation
- Causes
- Measuring inflation (CPI)
- Combating inflation
- Economic growth (determinants, measures (GDP), limits of growth)
- Effects of globalization on the United States GDP
- Importance of productivity and the role of technology
- Factors that explain why some countries grow faster than others
- Trade policies (tariffs, quotas, embargoes)

**Marketing**
- Establishing target markets (primary and secondary)
- Using a focus group to determine target market
- 4 Ps of marketing: price, product, packaging, promotion
- Production and delivery of goods and services
- Marketing
- Financing
- Assessing progress

### 3. UNIT 3: American Capitalism and the Global Economy

**DECEMBER – JANUARY** or **MAY – JUNE**

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

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.

**Economic Goals and Indicators 12.E4a**
- Economic Indicators (Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates)
- Humphrey-Hawking Act (economic indicators and goals for those indicators)
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- Effects of globalization on the United States GDP
- Importance of productivity and the role of technology
- Factors that explain why some countries grow faster than others
- Trade policies (tariffs, quotas, embargoes)
UNIT 1: Personal Finance: Individual Responsibility and the Economy

Inflation and International Currencies 12.E1d
- Individuals in the global economy
- Inflation and international currencies
- Value fluctuation relative to the United States dollar

Production and pricing
- What and how to produce?
- Who will receive what is produced?
- Total cost pricing, price penetrating, price skimming
- Role of input costs in determining price
- Role of government in determining price
- Law of supply and demand in determining market price
- Effects of monopolies and oligopolies

UNIT 2: Individuals and Businesses in the Market

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

Workplace Workforce 12.E3a
- Evolving roles of workers in business (providing input to management, working in teams)
- Matching worker qualifications and skills with frequently evolving business needs

Composition of the workforce
- Needs of workers (women, teenagers, elderly, minorities, glass ceiling)
- Population and demographic trends
- Experience, location, and skill needs
- Affirmative action
- Changing skill requirements

UNIT 3: American Capitalism and the Global Economy

Essential Question: How can individual economic decisions shape a person’s financial future?

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

Essential Question: How does globalization affect us?

- Tax fairness (progressive, regressive, and proportional)
- Kinds of taxes (income, sales, federal, state, local, social security, real property)
- Government services provided
- Taxing jurisdictions
- Taxes, tax rate, and tax bills (school, city, county, town)
- Assessments (collection of data and computation)
- Taxpayer challenges
- Use of taxes and spending to fight inflation and recession
- Keynesian fiscal policy vs. classical supply side fiscal policy
- Corporate subsidies, incentives, abatements
- Taxes’ effects on elastic and inelastic products
- National debt, national deficit

Monetary Policy and the Federal Reserve 12.E4c
- Definition of monetary policy
- Goals of monetary policy
- Conditions leading to the creation of the Federal Reserve
- Historical examples of bank panics.
- History of the Federal Reserve
- Federal Reserve’s structure, functions, and goals (maintaining price stability and sustainable growth)
- Role of the Federal Reserve in making and implementing monetary policy
- Tools of the Federal Reserve (required reserve ratio, discount rate, open market operations)
- Effects of changing interest rates
- Fighting inflation and recession
### Compensation and Rewards
- Factors leading to job satisfaction or dissatisfaction
- Salary vs. wages vs. ownership
- Fringe benefits
- Employer-of-choice issues (benefits, working conditions, incentives, flex time, labor unions, working from home, employee ownership)

### Government Role in Regulating Workplace and Stimulating the Economy 12.E3b
- Keynesian economics vs. Neo-liberalism
- Protecting property rights
- Regulating working conditions
- Protecting the right to bargain collectively
- Reducing discrimination in the workplace
- Curbing abusive business practices
- The government's role in balancing labor and business interests

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

### Foreign Investment
- Portfolio capital flows
- Direct foreign investment

### Global Economic and Financial Issues and Crises
- Debt of developing nations
- Environmental issues and concerns
- Economic implications of national and international crises

### Trade Policies, Agreements and Concerns 12.E4d
- Definition of globalization
- Historical development of the global economy
- The impacts of trade flows, capital movements, direct foreign investment, tourism, and foreign trade
- Positive and negative effects of globalization on developing and industrialized nations

### Trade — Effects of Globalization on the Enterprise System
- Importance of trade
- Measuring trade
- Trade policy issues
- Global (WTO) and regional trading blocs (EMU, NAFTA, ASEAN, and MERCOSUR Common Market of the South)

### Trade Policies and Agreements and Concerns
- Tariffs, quotas, embargoes set the rules for trade between the United States and other nations
- Outsourcing
- Production possibility with trade
- People as both consumer and worker and the effects of both on globalization
- International loopholes/penalties
# Standard I: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

## Key Idea 1.1:

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

**Student Performance Indicators:**

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

## Key Idea 1.2:

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

**Student Performance Indicators:**

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

## Key Idea 1.3:

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

**Student Performance Indicators:**

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

## Key Idea 1.4:

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

**Student Performance Indicators:**

- Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives.
- Compare different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.
- Evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History)
### STANDARD 2: WORLD HISTORY

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

#### Key Idea 2.1:

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

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

#### Key Idea 2.2:

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

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

#### Key Idea 2.3:

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

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

#### Key Idea 2.4:

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

**Student Performance Indicators:**
- Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
- Interpret and analyze documents and artifacts related to significant developments and events in world history.
- Plan and organize historical research projects related to regional or global interdependence.
- Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from National Standards for World History)
### STANDARD 3: GEOGRAPHY

**Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-including the distribution of people, places, and environments over the Earth’s surface.**

<table>
<thead>
<tr>
<th>Key Idea 3.1:</th>
<th>Key Idea 3.2:</th>
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<tbody>
<tr>
<td>Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</td>
<td>Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</td>
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</tbody>
</table>

**Student Performance Indicators:**

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

**Student Performance Indicators:**

- Plan, organize, and present geographic research projects.
- Locate and gather geographic information from a variety of primary and secondary sources. (Taken from National Geography Standards, 1994)
- Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
- Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. (Adapted from National Geography Standards, 1994)
- Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.
STANDARD 4: ECONOMICS

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

Key Idea 4.1:
The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

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

Key Idea 4.2:
Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Student Performance Indicators:
- Identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.
- Use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems.
- Apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position.
- Present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.
STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

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

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

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

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

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

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

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

Student Performance Indicators:
- Participate as informed citizens in the political justice system and processes of the United States, including voting.
- Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. (Adapted from The National Standards for Civics and Government, 1994)
- Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.
- Consider the need to respect the rights of others, to respect others’ points of view. (Adapted from The National Standards for Civics and Government, 1996)
- Participate in school/classroom/community activities that focus on an issue or problem.
- Prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem.
- Explain how democratic principles have been used in resolving an issue or problem.
The College, Career, and Civic Life (C3) Framework

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

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

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

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

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


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

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

802. Instruction relating to the flag; holidays. Summary: The commissioner shall:
1. prepare a program providing a salute to the flag and daily pledge of allegiance to the flag, and instruction in respect for the flag, for the use of the public schools of the state of New York.
2. make provision for the observance of Lincoln's birthday, Washington's birthday, Memorial Day and Flag Day in the public schools.

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

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