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.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Key Ideas and Conceptual Understandings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Individual Development and Cultural Identity</strong></td>
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<td></td>
<td>- Role of social, political, and cultural interactions in the development of identity</td>
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<td></td>
<td>- Personal identity as a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences</td>
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<td>2</td>
<td><strong>Development, Movement, and Interaction of Cultures</strong></td>
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<td></td>
<td>- Role of diversity within and among cultures</td>
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<td></td>
<td>- 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</td>
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<td>- Cultural diffusion and change over time as facilitating different ideas and beliefs</td>
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<tr>
<td>3</td>
<td><strong>Time, Continuity, and Change</strong></td>
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<tr>
<td></td>
<td>- History as a formal study that applies research methods</td>
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<td></td>
<td>- Reading, reconstructing, and interpreting events</td>
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<td></td>
<td>- Analyzing causes and consequences of events and developments</td>
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<td></td>
<td>- Considering competing interpretations of events</td>
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<td>4</td>
<td><strong>Geography, Humans and the Environment</strong></td>
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<tr>
<td></td>
<td>- Relationship between human populations and the physical world (people, places, and environments)</td>
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<td></td>
<td>- Impact of human activities on the environment</td>
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<td></td>
<td>- Interactions between regions, locations, places, people, and environments</td>
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<td></td>
<td>- Spatial patterns of place and location</td>
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<td>5</td>
<td><strong>Development and Transformation of Social Structures</strong></td>
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<td></td>
<td>- Role of social class, systems of stratification, social groups, and institutions</td>
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<td></td>
<td>- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture</td>
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<td></td>
<td>- Social and political inequalities</td>
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<td>- Expansion and access of rights through concepts of justice and human rights</td>
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<tr>
<td>6</td>
<td><strong>Power, Authority, and Governance</strong></td>
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<tr>
<td></td>
<td>- Purposes, characteristics, and functions of various governance systems as they are practiced</td>
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<td>- Individual rights and responsibilities as protected and challenged within the context of majority rule</td>
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<td></td>
<td>- Fundamental principles and values of constitutional democracy</td>
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<td></td>
<td>- Origins, uses, and abuses of power</td>
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<td></td>
<td>- Conflict, diplomacy, and war</td>
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<tr>
<td>7</td>
<td><strong>Civic Ideals and Practices</strong></td>
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<tr>
<td></td>
<td>- Basic freedoms and rights and responsibilities of citizens in a democratic republic</td>
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<td></td>
<td>- Role of the citizen in the community and nation and as a member of the global community</td>
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<td></td>
<td>- Civic participation and engagement</td>
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<td></td>
<td>- Respect for diversity</td>
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<td>- Civic ideals and practices in countries other than our democratic republic</td>
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<td></td>
<td>- Struggle for rights, access to citizenship rights, and universal human rights</td>
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<tr>
<td>8</td>
<td><strong>Creation, Expansion, and Interaction of Economic Systems</strong></td>
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<tr>
<td></td>
<td>- Production, distribution, and consumption</td>
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<td>- Scarcity of resources and the challenges of meeting wants and needs</td>
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<td>- Supply/demand and the coordination of individual choices</td>
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<td>- Economic systems</td>
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<td>- Trade, interdependence, and globalization</td>
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<td></td>
<td>- Role of government in the economy</td>
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<td></td>
<td>- Personal finance</td>
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<tr>
<td>9</td>
<td><strong>Science, Technology, and Innovation</strong></td>
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<tr>
<td></td>
<td>- Scientific and intellectual theories, findings, discoveries, and philosophies</td>
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<td></td>
<td>- Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization</td>
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<td></td>
<td>- Relationship between science, technology, and innovation and social, cultural, and economic change</td>
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<tr>
<td>10</td>
<td><strong>Global Connections and Exchange</strong></td>
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<tr>
<td></td>
<td>- Past, current, and likely future global connections and interactions</td>
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<tr>
<td></td>
<td>- Cultural diffusion: the spread of ideas, beliefs, technology, and goods</td>
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<td></td>
<td>- Role of technology</td>
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<td></td>
<td>- Benefits/consequences of global interdependence (social, political, economic)</td>
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<tr>
<td></td>
<td>- Causes and patterns of migration</td>
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<td>- Tension between national interests and global priorities</td>
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</tbody>
</table>
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
A Gathering, Using, and Interpreting Evidence
1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

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

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

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

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

F Civic Participation
1. Demonstrate respect for the rights of others in discussions and classrooms; 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.
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?

Essential Question:
What do civilizations rise and fall?

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

Essential Question:
What sustains an empire?

Essential Question:
Why did civilizations/river valley civilizations adapt and modify their environments to meet their needs?

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

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

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

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

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

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

Inquiries
1. How did the dominant belief systems of the Ottoman Empire and Ming Dynasty affect their political and social organization?
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 Ottoman Empire?
5. How did the work of the enlightened philosophers raise questions about the existing social and political order throughout Europe?
6. What were the various religions and economic organization?

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

Essential Question:
How are a society’s achievements judged?

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

Inquiries
1. What role did trade play in uniting and dividing people in Africa pre-1600?
2. What roles 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-contact with Europeans? What were the characteristics of slavery in the Islamic world?
4. Why was centralization political power a trend throughout societies in Europe, Asia, and Africa?
5. What were the characteristics of slavery in some African societies pre-contact with Western Europe? What were the characteristics of slavery in the Islamic world?
6. What evidence can be used to show that the Aztec and Incan societies were complex prior to the arrival of European explorers?
7. How did the kingdoms of Africa and the Americas trace their collective history?
## UNIT 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 B.C.E.)

### Essential Question:
What defines political, social, and economic characteristics?

### 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.)
  - Human and physical geography (location, regional diversity, Norse exploration, Hanseatic League)
- Frankish Empire (Charlemagne)
- Manorialism
- Feudalism
- Spirit and secular role of the Church
- Monastic centers 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)

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

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

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

- Belief Systems in Afro-Eurasian World 9.7a
  - Muslim, Neo-Confucian and Christian realms ca. 1400 C.E.
  - Size and influence
- Maps (the Ottoman Empire and Ming Dynasty)
- 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 (1368-1664 C.E.) 9.7c
  - Human and physical geography (Great Wall, Beijing)

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

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

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

### Essential Question:
How are a society’s achievements judged?

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

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

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

### Essential Question:
How did the First Global Age transform the world?
### UNIT 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)

<table>
<thead>
<tr>
<th>SEPTEMBER – MID-OCTOBER</th>
<th>MID-OCTOBER – MID-DECEMBER</th>
<th>MID-DECEMBER – JANUARY</th>
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<tbody>
<tr>
<td>Essential Question:</td>
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<tr>
<td>Why do civilizations</td>
<td>What is meant by globalization?</td>
<td>Why is a city's</td>
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<td>rise and fall?</td>
<td>What defines a global age?</td>
<td>achievements judged?</td>
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**Characteristics of Complex Societies and Civilizations**
- Unique contributions of the Mesopotamian, Yellow, and Indus river valley civilizations
- Language and writing systems
- Belief systems
- Technology
- Art and architecture
- Job specialization
- Social hierarchy
- Gender roles

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

(Standards 2, 3)

- Byzantine Empire (312 – 1453 C.E.) 9.5a, 9.5c
  - Human and physical geography (Bosphorus Strait, trade routes including Silk Roads)
  - Achievements (law, medicine, technology, art, icons, diplomacy, and commerce)
- The Greek Orthodox Church, conversion of Russia and the Balkans
- Thebread of life and the role of women
- Expansion of trade (Zheng He, 1405 – 1433)
- Trade and naval power
- From exploration to isolationism
- Interaction with European traders and Christian missionaries (Jesuits)
- The Impact of the Ottoman Empire on the Middle East and Europe (1281 – 1571 C.E.) 9.7c
  - Human and physical geography (Mediterranean Sea, Black Sea, Red Sea, Constantinople)
  - Suleiman I the Magnificent, the Lawgiver, sultans, Topkapi, the Blue Mosque
- Religious and social upheaval
- Anti-Semitic laws and policies, marginalization of Jewish people in European society
- The connections between religious belief and political power in the Aztec and Inca empires (Codices)
- Interactions in the Atlantic World
- The Encounter, Colonization and the Columbian Exchange (ca. 1450 – 1750 C.E.) 9.10b
  - Human and physical geography (the Columbian Exchange and ecological imperialism)
  - European competition for colonies in the Americas, Africa, East Asia, and Southeast Asia
- The Atlantic Plantation Complex
- The triangular trade and slavery
- Slave forts
- The extent of European expansion
- 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 (Anismism, Judaism, Christianity, Hinduism, Islam, Judaism, Judaism, Legalism, Shintoism)
  - 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)

- The Golden Horde and the rise of Moscow
- Global trade, Pax Mongolica, Marco Polo, Ibn Battuta
- Causes of decline
- Abbassid 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-Khwārizmi (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)

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

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

- Essential Question: Why do civilizations rise and fall?
- Essential Question: What is meant by globalization? What defines a global age?

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

- Essential Question: What sustains an empire?
- 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 Chatellet)

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

- Essential Question: Why are some events considered turning points in history?
- Cultural Achievements and Contributions 9.8c
  - Aztec urban planning (Tenochtitlan), empire, communication technology (codices)
  - Inca (architecture, astronomy, empire, mathematics, measurement, communication technology (quipu), roadways, terrace farming)
  - Songhai centralized bureaucracy, ties with Muslim world, mathematics, astronomy, Timbuktu, Sankore University

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

- Essential Question: How are a society’s achievements judged?
- 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 6:
Interactions and Disruptions During the First Global Age (ca. 1400 – ca. 1750 C.E.)

- Essential Question: How did the Encounter transform the Atlantic World?
UNIT 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)

- Contributions (art, poetry, politics, drama, literature, education, architecture, philosophy, science, sports)
- Human and physical geography (mountainous topography, Mediterranean Sea, irregular coastline)
- Location and relative size
- The rise of city-states (Athens/Sparta)
- Golden Age

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

- Contributions (art, poetry, politics, drama, literature, education, architecture, philosophy, science, sports)
- Human and physical geography (mountainous topography, Mediterranean Sea, irregular coastline)
- Location and relative size
- Factors leading to growth
- Golden Age

UNIT 3: Pax Romana (ca. 10,000 B.C.E. – ca. 900 C.E.)

- Contributions (art, poetry, politics, drama, literature, education, architecture, philosophy, science, sports)
- Human and physical geography (mountainous topography, Mediterranean Sea, irregular coastline)
- Location and relative size
- The rise of city-states (Athens/Sparta)
- Golden Age

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

- Building on the ideas of China, India and the Islamic world
- The Enlightenment 9.9e
  - A response to absolutism
  - Magna Carta (1215)
  - Divine Right of Monarchy (Stuart rule)
- Puritan Revolution, the English Civil War
- English colonization
- Glorious Revolution/English Civil War
- Ideals of the Enlightenment - influence of Locke (The Second Treatise on Government), and Hobbes

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

- Contact, Conquest and Colonization in the Atlantic World (1492 – ca. 1750 C.E.) 9.10d
  - Political, economic, cultural and geographic effect of Spanish colonization on Aztec and Inca Empires
  - Impact on non-Aztec and Inca peoples in the Spanish Empire
  - Social, economic and racial interaction in Spanish colonies (castas)
  - Black Legend
  - Dutch settlement in South Africa
  - French and English colonies in the Caribbean and North America
- Disruptions in the Eastern Hemisphere Trade Networks 9.10e
  - Shifts in global trade networks
  - Changes brought about by ship design and the use of gun powder
  - Trading post empires
  - The Dutch in the Indian Ocean
  - The beginning of the "Great Divergence?"
  - Ottomans, the Mughal, late Ming and early Qing
**UNIT 1: The First Civilizations**
(ca. 10,000 B.C.E. – ca. 900 C.E.)

<table>
<thead>
<tr>
<th>SEPTEMBER — MID-OCTOBER</th>
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<tbody>
<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 <strong>SOCIAL AND CULTURAL GROWTH AND CONFLICT:</strong> 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>Trans-regional Divisions 9.6a</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>New Technology Improves Interregional Travel 9.4b</td>
</tr>
<tr>
<td>Location and relative size</td>
<td>Technology of trade</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>
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<tr>
<td>Religion</td>
<td>Trans Afro-Eurasian web of commerce</td>
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<tr>
<td>Possible causes of decline</td>
<td>Cross cultural exchange and cultural diffusion</td>
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<td></td>
<td>Religious diffusion</td>
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<td>Commodities, resources and luxury items</td>
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<td>Slave systems</td>
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<td></td>
<td>Key Individuals (Ibn Battuta, Marco Polo, Zheng He)</td>
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</table>

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

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<td>Essential Question: What is meant by globalization? What defines a global age?</td>
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<td>9.6 <strong>SOCIAL AND CULTURAL GROWTH AND CONFLICT:</strong> 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>
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<td>The Bubonic Plague (ca. 1331–ca. 1350s) 9.6b</td>
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<td>Spread of the Black Death</td>
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<td>The roles of trade and empire</td>
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<td>Global epidemiology</td>
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<td>Social and economic effects</td>
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</table>
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. How did the large African kingdoms approach trade, territory and people?
6. How did the relationship between African kingdoms and European merchants change over time?

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 new technologies lead to mass production of goods?
5. How did social norms, gender roles and institutions?
6. How were the methods of the Indian Liberation movement similar and different from the methods of the Vietnamese nationalists?

Inquiries
1. How were WWI and WWII examples of total war?
2. Would Karl Marx have supported the Russian Revolution and Soviet state?
3. How did WWI lead to WWII?
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?
6. Which countries were involved in the Cold War?
7. How was the Cold War fought?

Inquiries
1. How did the concepts of consent of the governed, and natural law, social contract, influence the systems of imperialism?
2. How did the various groups and individuals create and challenge the systems of imperialism?
3. What causes genocide and ethnic cleansing and what should other nations do to stop it?
4. How has modernization created the economy and society in the United Nations, World Court and Universal Declaration of Human Rights?
5. How have Latin Americans fought to create autonomy free from U.S. intervention?

Inquiries
1. Why is the world becoming increasingly urbanized?
2. How has modernization created tension and conflict regarding social norms, gender roles and institutions?
3. Can modernity and traditionalism co-exist?
4. Has modernization and development improved the status of women and children?
5. Does a technologically interconnected world decrease the likelihood of conflict?
6. Has modern technology increased people’s sense of security?
7. Can a cell phone launch a revolution? How has technology shaped and influenced world events such as the Arab Spring?

Inquiries
1. What role should the U.N. play?
2. Are we living in the Anthropocene Epoch? When did this epoch begin?
3. What does it mean to live in a global world? How is this world different from the world of 50 years ago? 500?
4. Can a cell phone launch a revolution? How has technology shaped and influenced world events such as the Arab Spring?
5. What global forces affected change in Europe ca. 1750?
# The New York City Department of Education Grades 9-12 Social Studies Scope and Sequence

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

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<td>Essential Question: How are turning points in world history defined?</td>
<td>Essential Question: How do unresolved conflicts affect future events?</td>
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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
  (including brief review of major historical forces that shaped the world in 1750)
  - 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

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

<table>
<thead>
<tr>
<th>FEBRUARY — MARCH</th>
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<tbody>
<tr>
<td>Essential Question: Was the collapse of European imperialism inevitable?</td>
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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.

- Characteristics of the Enlightenment in Europe (1689-ca. 1796 C.E.) 10.2a, 10.2b
  - The writings of Locke, Voltaire, Rousseau, Montesquieu, Voltstonecraft, 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)

### 10.3 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

## UNIT 3: Decolonization and Nationalism (1914 – 1991 C.E.)

<table>
<thead>
<tr>
<th>APRIL</th>
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<tr>
<td>Essential Question: What is the price of modernization?</td>
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### 10.4 DECOLONIZATION AND NATIONALISM (1900–2000): Tensions between traditional cultures and agents of modernization.

- Imperialism 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)

## UNIT 4: The Changing and Interconnected World (1914–1991 C.E.)

<table>
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<tr>
<th>MAY — JUNE</th>
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<tbody>
<tr>
<td>Essential Question: Is globalization a force for progress and prosperity?</td>
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### 10.5 GLOBALIZATION AND THE CHANGING ENVIRONMENT (1900 – 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)

- 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
- Urbanization and industrialization
- Changing and modifying the roles of social institutions
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**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 (Himalayas, Indian Ocean, monsoons, Indian Ocean trade, British 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 (1799 –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

**Independence movements in Latin America** (1792 – 1830 C.E.)
- Resistance, rebellion and revolution in the Caribbean and Latin America
- Slavery in the Atlantic World

**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 Pol Pot/Khmer Rouge, Aung San Suu Kyi – Myanmar)
- Vietnamization
- Fall of Saigon

- Changing political boundaries in Africa (Nigeria, Ghana, and Kenya)
- Pan Africanism
- Roles of Jomo Kenyatta and Kwame Nkrumah
- Economic links to former colonial powers
- Ethnic tensions vs. nationalism (Nigeria and civil war)
- Apartheid
- Freedom Charter (1954)
- Economics: mines, labor
- Townships, Passbooks, Bantustans
- Political and economic instability

**Vietnamization**
- Asia (China, India, Indonesia, South Korea)
- 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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<thead>
<tr>
<th>UNIT 7: The Environment and Sustainability</th>
<th>UNIT 8: The Environment and the Changing Economy</th>
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<tbody>
<tr>
<td><strong>SEPTEMBER</strong></td>
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<tr>
<td><strong>Essential Question:</strong> Is globalization a contentious concept?</td>
<td><strong>Essential Question:</strong> How did globalizing forces lead to environmental changes?</td>
</tr>
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</table>

**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

**The Environment and Sustainability 10.9c**
- Exponential world population growth
- Uneven distribution of world population, birth rates, roles of women
- Pollution (air, water, toxic waste) in Europe

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

**Grade 10:** Global History and Geography | 13
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<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>■ World War II (Causes and Impact) 10.5a, 10.5b, 10.5c, 10.5d, 10.5e</td>
<td>■ Conflicts and Change in Middle East 10.7c, 10.8b</td>
<td>■ Ecological threat from pesticides and toxic substances</td>
</tr>
<tr>
<td>■ Cotton and textile trade with Europeans</td>
<td>■ Atrocities and genocide (The Holocaust – Jews, Poles, Roma, homosexuals, Ukrainian Holodomor)</td>
<td>■ Human and physical geography (natural resources, Aswan Dam, remapping after the fall of the Ottoman Empire, Suez Canal)</td>
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<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>■ Effects of technological advances on warfare</td>
<td>■ Overthrow of the Egyptian monarchy (1952), Gamal Nasser</td>
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<td>■ Deforestation (Amazon Basin)</td>
</tr>
<tr>
<td>■ Human and physical geography (archipelago and mountainous topography, Pacific Ocean, Sea of Japan)</td>
<td>■ The Reaction Against Revolutionary Ideas 10.2c</td>
<td>■ Arab-Israeli wars</td>
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<td>■ Desertification (Sahel)</td>
</tr>
<tr>
<td>■ Location and relative size compared to China and Korea</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>■ The Iranian Revolution (Ayatollah Khomeini vs. Shah) compared to Turkey under the rule of Kemal Atatürk</td>
<td>■ Arab-Israeli wars</td>
<td>■ Nuclear safety (Chernobyl)</td>
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<tr>
<td>■ Centralization of government at Edo/Tokyo</td>
<td>■ Economic relations with the metropole (France and Spain)</td>
<td>■ Creation of State of Israel, Arab Palestinians, and Israel’s Arab neighbors</td>
<td>■ Roles of individuals and organizations (Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin and Palestine Liberation Organization)</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>■ Economic relations with the metropole (France and Spain)</td>
<td>■ Arab-Israeli wars</td>
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<td>■ Green Revolution</td>
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<td>■ Use of gunpowder</td>
<td>■ Shift from feudal structure, control of daimyo, development of bureaucracy</td>
<td>■ Use of total war</td>
<td>■ Arab-Israeli wars</td>
<td>■ GMO vs. indigenous crops (Mexico, France, South Africa)</td>
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<td>■ View of outsiders, shift from acceptance toward persecution of Christians and Jesuits</td>
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<td>■ Comparisons and contrasts of the long- and short-term causes and effects for World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ Uranium mining (South Africa, United States, Niger)</td>
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<tr>
<td>■ Increased isolation</td>
<td>■ Increased isolation</td>
<td>■ Comparisons and contrasts of the long- and short-term causes and effects for World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ Access to potable water</td>
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<td>■ Qing Dynasty (1644 – ca. 1750 C.E.)</td>
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<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ Global warming and climate change</td>
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<tr>
<td>■ Human and physical geography (expansion of Great Wall)</td>
<td>■ Human and physical geography (expansion of Great Wall)</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</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>
<td>■ Location and relative size compared to contemporary world empires</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ International Possibilities and Conflict 10.9d</td>
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<td>■ Overseas trade (silver, tea, porcelain, textiles)</td>
<td>■ Overseas trade (silver, tea, porcelain, textiles)</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ Economic Interdependence</td>
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<td>■ Decline in power after Akbar the Great</td>
<td>■ Decline in power after Akbar the Great</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ World hunger</td>
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<td>■ Cotton and textile trade with Europeans</td>
<td>■ Cotton and textile trade with Europeans</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ North/South dichotomy (issues of development and post-colonialism)</td>
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<td>■ Tokugawa Shogunate (1603 – ca. 1750 C.E.)</td>
<td>■ Tokugawa Shogunate (1603 – ca. 1750 C.E.)</td>
<td>■ Comparisons and contrasts of the technologies utilized in both World War I and World War II</td>
<td>■ Arab-Israeli wars</td>
<td>■ Efforts to address conflicts and issues (UN, NATO, EU, NGOs)</td>
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<td><strong>SEPTEMBER</strong></td>
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<td><strong>DECEMBER – JANUARY</strong></td>
<td><strong>FEBRUARY – MARCH</strong></td>
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<td><strong>Essential Question:</strong> How were global kingdoms and empires built? What conditions favor empire building?</td>
<td><strong>Essential Question:</strong> How are turning points in world history defined?</td>
<td><strong>Essential Question:</strong> How do unresolved conflicts affect future events?</td>
<td><strong>Essential Question:</strong> as the collapse of European imperialism inevitable?</td>
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<td>Neo-Confucianism and the influence of Confucian ideals, including subjugation of women</td>
<td>Decline in power</td>
<td>Decline in power</td>
<td>Communism under Mao Zedong</td>
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<td>Decline in power</td>
<td>Coastal African Kingdoms: Ashanti, Benin, Dahomey (ca. 1440 – ca. 1750 C.E.)</td>
<td>Human and physical geography (Gold Coast, currents, proximity to North and South America)</td>
<td>Communism under Deng Xiaoping</td>
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<td>Location and relative size compared to one another and neighboring peoples</td>
<td>Different approaches to trade and interactions with Europeans</td>
<td>Human and physical geography (Italian city-states, political borders, linguistic maps)</td>
<td>Fifth modernization: Democracy (Tiananmen Square, April/May 1989)</td>
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<tr>
<td>Technological and artistic achievements</td>
<td>Changing relationship over time with Europeans including view of slave trade</td>
<td>Role in political revolutions</td>
<td>Return of Hong Kong (July 1, 1997)</td>
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<tr>
<td>Changing relationship over time with Europeans including view of slave trade</td>
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<td>Social system</td>
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**Latin America: The Failure of Democracy and the Search for Stability 10.2b, 10.2c**
- 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.)
- Human and physical geography (Italian city-states, political borders, linguistic maps)
- Role in political revolutions
- Force for unity and self-determination
  - Unification of Italy, Germany (Camillo Cavour, Garibaldi, Otto von Bismarck)
  - Asian and Middle Eastern nationalism
- Dissolution of the Ottoman and Austrian Empires
- Zionism
- Force leading to conflicts
  - Balkans before World War I
  - Decline of Ottoman Empire

**10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard 2, 3, 4)**
- Economic and Social Revolutions 10.3a
  - Human and physical geography (resource extraction, trade demands of island nations)
  - Agrarian Revolution
- The British Industrial Revolution (1770-ca. 1870’s 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 (Adam Smith, The Wealth of Nations)
  - 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)
- 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 (Marshal Plan, Truman Doctrine, Berlin airift/blockade, and a divided Germany)
- United States occupation of Germany and Japan
- Cold War Balance of Power (1945–1991 C.E.) 10.6a
  - Human and physical geography of the world in 1945 (North Atlantic Treaty Organization (NATO)/Warsaw Pact, Iron Curtain)
  - 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
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  - Political climate of the Cold War (Marshal Plan, Truman Doctrine, Berlin airift/blockade, and a divided Germany)
  - United States occupation of Germany and Japan

**10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards 2, 3, 4, 5)**
- Cold War Balance of Power (1945–1991 C.E.) 10.6a
  - Human and physical geography of the world in 1945 (North Atlantic Treaty Organization (NATO)/Warsaw Pact, Iron Curtain)
  - 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 (Marshal Plan, Truman Doctrine, Berlin airift/blockade, and a divided Germany)
  - United States occupation of Germany and Japan

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

## OCTOBER — NOVEMBER

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

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

- **Imperialism (ca. 1757 – 1914 C.E.)**
  - 10.4a, 10.4b, 10.4c
- **British in India**
  - British East India Company
  - Role of tea and opium
  - British exploitation of ethnic conflict
  - Resistance (Sepoy Mutiny)
  - Role of Indigenous and British women in a range of social classes
- **Resisting and Adapting to Colonial Rule**
  - 10.4a, 10.4b, 10.4c
- **British, French, Belgians, and Germans in Africa**
  - The Congress of Berlin (Berlin Conference)
  - Direct and indirect rule in Africa (Congo and South Africa)
  - African resistance (Zulu Empire, Ethiopia, Southern Egypt/Sudan)

<table>
<thead>
<tr>
<th>Event/Period</th>
<th>Key Figures</th>
<th>Key Events</th>
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<tr>
<td><strong>Boer War</strong></td>
<td>Cecil Rhodes</td>
<td>19th-century anti-slave trade legislation/ abolitionism</td>
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<td><strong>Cecil Rhodes</strong></td>
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<td>International Conflicts 10.4a, 10.4b, 10.4c</td>
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<td><strong>Europeans in China</strong></td>
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<td>European spheres of influence in China</td>
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<td><strong>Opium Wars (1839 – 1842 and 1858 – 1860)</strong></td>
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<td>and the Treaty of Nanjing</td>
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<td><strong>Resistance (role of Empress Dowager Cixi)</strong></td>
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<td>Taking Rebellion (1860 – 1864), Boxer Rebellion (1898 – 1901)</td>
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<td><strong>Roles of women</strong></td>
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<td>Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910 – 1911)</td>
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<td><strong>Multiple perspectives toward imperialism</strong></td>
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<td>The opening of Japan/ Commodore Matthew Perry</td>
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<td><strong>Perspective of missionaries, indigenous people, women, merchants, government officials</strong></td>
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<td>Impact upon Japan of Treaty of Kanagawa</td>
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<td><strong>Immediate and long-term changes made under European rule</strong></td>
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<td>Modernization, industrialization, westernization</td>
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<td><strong>Long-term effects in Europe and the rest of the world</strong></td>
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<td>Japan as an imperialist power</td>
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<td><strong>First Sino-Japanese War</strong></td>
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<td>First Sino-Japanese War (1894-1895)</td>
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<td><strong>Russian-Japanese War</strong></td>
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<td>Russo-Japanese War (1904-1905)</td>
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<td><strong>Dependence on world market</strong></td>
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### Changes in political maps
- Disregard for traditional cultures and commerce
- Changes and continuities of ethnic groups and regions from ca. 1800 – ca. 1914
- Japan and the Meiji Restoration (1868-1912) 10.4a, 10.4b
- Human and physical geography
- Reaction to threat of Western imperialism

### International Conflicts
- The opening of Japan/ Commodore Matthew Perry
- Impact upon Japan of Treaty of Kanagawa
- Modernization, industrialization, westernization
- Japan as an imperialist power
- First Sino-Japanese War (1894-1895)
- Russo-Japanese War (1904-1905)
- Annexation of Korea
- Dependence on world market

### Economic Issues in the Cold War
- 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

### Cold War Confrontations and Attempts at Peace
- 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
- Economic issues in the Cold War
- 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

### Human Rights
- 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
- 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)

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

### Case Studies of Human Rights Violations
- **10.10c**
  - Human Rights principles and articles
  - Roles of perpetrator and bystanders
  - Use of ideology and role of ethnic and/or religious conflict
  - Atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic
  - Cambodia, Rwanda, Darfur, Democratic Republic of Congo, Sudan, Syria
  - Policy of apartheid in South Africa and the growth of the anti-apartheid movements
  - Nelson Mandela’s role in anti-apartheid movements
  - Mother Teresa, Aung San Sui Kyi, the Mothers of the Plaza de Mayo, Malala Yousafzai (educational rights for women) Rigoberta Menchu (indigenous rights)

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

## DECEMBER — JANUARY

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

### Cold War Confrontations and Attempts at Peace
- 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
- Economic issues in the Cold War
- 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

### Human Rights
- 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)

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### Case Studies of Human Rights Violations
- **10.10c**
  - Human Rights principles and articles
  - Roles of perpetrator and bystanders
  - Use of ideology and role of ethnic and/or religious conflict
  - Atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic
  - Cambodia, Rwanda, Darfur, Democratic Republic of Congo, Sudan, Syria
  - Policy of apartheid in South Africa and the growth of the anti-apartheid movements
  - Nelson Mandela’s role in anti-apartheid movements
  - Mother Teresa, Aung San Sui Kyi, the Mothers of the Plaza de Mayo, Malala Yousafzai (educational rights for women) Rigoberta Menchu (indigenous rights)
Grade Eleven: United States History and Government

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

Inquiries
1. How did Native Americans of the Atlantic coast resist European settlement?
2. How did the geographic location of colonial cities influence their development?
3. What demographic forces contributed to the emergence of slavery?
4. What factors led English men and women to move to the 13 colonies? What factors led the Irish to move (or be deported) to the 13 colonies? What factors led the Dutch to immigrate to Colonial NY, NJ, and DE?
5. Was the Declaration of Independence a revolutionary document?
6. What role did compromise play in creating the U.S. Constitution?

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

Inquiries
1. Would the Civil War have occurred without the invention of the Cotton Gin? Why or Why not?
2. Why did legislative compromises dealing with slavery and expansion fail to avoid a constitutional crisis?
3. 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?

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

Inquiries
1. How did Reconstruction affect the lives of all southerners? Should Reconstruction have been considered a success or failure?
2. Did Westward Expansion nurture or restrict democracy? For Native Americans? For slaves? For the environment?
3. Was the environment of Native Americans by the U.S. government consistent with fundamental American values?
4. What were the greatest challenges that immigrants faced in the United States?
5. What political, social, and economic problems led to the demand for reforms?

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

Inquiries
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?
3. How did WWI and WWII benefit the U.S. economy? What important social changes took place in America during and after WWII?
4. Why was the KKK able to become a national organization during the 1920s?
5. Why was the KKK able to become a national organization during the 1920s?
6. Which groups suffered the most from the Stock Market Crash of 1929 and the Great Depression? Why? Did the New Deal alleviate their suffering?

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

Inquiries
1. Are some wars more just than others? How and Why?
2. What was the rationale for wartime internment of Americans? Could another wartime internment occur today? Why or Why not?
3. What factors led to the Cold War? Was it inevitable?
4. Was the threat of global communism genuine? Why or Why not?
5. Following WWII, was the U.S. an effective mediator in the conflicts in the Middle East? Why or Why not?
6. Did President Reagan “win the Cold War”? Why or Why not?

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

Inquiries
1. How did the H-bomb and threat of nuclear annihilation affect American society?
2. How did the Interstate Highway Act transform American society?
3. Why weren’t Jim Crow laws affected after the Brown v. Board of Education decision?
4. Has America lived up to the vision of Dr. Martin Luther King, Jr.?
5. Were the actions and values of the American counterculture and New Left in the 1960s?
6. How do Federal, state and local legislation affect de jure and de facto discrimination?

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

Inquiries
1. What is globalization and why does it matter?
2. How did the strengths and weaknesses of the U.S. economy shape foreign and domestic policy?
3. How did Clinton’s foreign policy differ from the policies of Reagan/Bush?
4. What led to the invasion of Afghanistan and the 2nd Iraq War? What were the consequences? How does the War on Terror compare to earlier U.S. military operations in Panama, Vietnam, and/or Korea?
5. Are we a nation of haves and have-nots? Why is it so difficult to discuss class in the U.S.?
# Grades 9-12 Social Studies Scope and Sequence

**The New York City Department of Education**

## Grades 9-12 Social Studies Scope and Sequence

### Native American Groups and Racial Hierarchies

The development of regional and racial hierarchies, 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

**11.4 POST-CIVIL WAR ERA (1865 – 1900):**

The Civil War Amendments and the Southern Response
- The United States: Political and Economic Change
- Post-Civil War American Industrialization, Urbanization, and the Progressive Movement

### The Rise of American Power

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)

### The United States: Political and Economic Change

The rise of the United States as a world power, the participation of the United States in World War II, and the Cold War have had important effects on the economy and providing a social safety net. (Standards 1, 4, 5)

**Economic Change: Domestic Issues 11.8:**
- The U.S. Returns to War
- U.S. rivalry with Japan
- The return to war
- Isolation and neutrality
- Debates over U.S. entrance into war
- Anti-intervention (pacifism, America First)
- Neutrality Acts
- Spanish Civil War
- Aggressions of Japan, Germany, Italy

### Social and Economic Change: Domestic Issues

The United States: Political and Economic Status 11.10a

**The United States in a Globalizing World 11.11a:**
- Energy sources, nuclear power
- Materials (plastics, light metals)
- Technology (computers)

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### Course Outline

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<td>FEBRUARY – MID-MARCH</td>
<td>MID-MARCH – APRIL</td>
<td>MAY</td>
<td>JUNE</td>
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**Essential Question:**
- What are American foundations for liberty and freedom?
- What were the short term and long term effects of the Civil War?
- What is it often difficult for elected leaders to campaign for stronger environmental protection policies?

7. To what extent was the U.S. Constitution an imperfect document? Do the Bill of Rights and other amendments address those imperfections?

5. Should Lincoln be known as the Great Emancipator?

6. Why did labor organize?

7. What is the United States moving toward or away from its foundational ideals?
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<td>February – March</td>
<td>March – April</td>
<td>May</td>
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<tr>
<td><strong>Essential Question: What are American foundations for liberty and freedom?</strong></td>
<td><strong>Essential Question: Was the Civil War inevitable?</strong></td>
<td><strong>Essential Question: How was America’s response to the challenges of growth &amp; progress aligned with its ideals of democracy?</strong></td>
<td><strong>Essential Question: How does a nation balance its own needs and interests with those of other nations?</strong></td>
<td><strong>Essential Question: To what extent have America’s responses to foreign policy challenges been successful?</strong></td>
<td><strong>Essential Question: Is there one America or many?</strong></td>
<td><strong>Essential Question: Is the United States moving toward or away from its foundational ideals?</strong></td>
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- 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
- 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
- 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 Lôme 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)
- Duck and cover drills, bomb shelters
- Earl Warren appointment as Chief Justice
- Prosperty and conservation
- 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
- Nonviolent tactics
- 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)
- 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
- cont.
- cont.
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**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

**Slavery in the colonies**

- 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

**Immigration to the colonies**

- Push/pull factors
  - Flight from religious persecution

**Growing economy**

- The market revolution, market economy and interstate commerce
- Rise of Northern industry
- Rent wars in NYS
- Samuel Slater, textile industry
- Eli Whitney, cotton gin
- Patterns of southern development
- Oliver Evans, steam engine
- Samuel Colt, gun manufacturing
- Developing sectional differences and philosophies of government, states’ rights
- Middle-class and working-class life in the pre-Civil War North
- Immigration and nativist reactions (Jews, Irish mass starvation, Germans, refugees, Know Nothings)
- Working conditions (industrial North and slave South)
- Urbanization

**The economic, political, social, and educational experiences of formerly enslaved African-Americans**

- Supreme Court interpretations of the 13th and 14th amendments (Civil Rights cases, Plessy v. Ferguson, 1896)
- End of Reconstruction
- Financial Panic of 1873, Depression of the 1870’s
- Disputed election of 1876, Hayes vs. Tilden
- End of military occupation in the South
- Compromise of 1877
- Restitution of white control in the South (1870s and 1880s)
- Abolition of rights of freed African-Americans
- Women and Equality 11.4b
- Seneca Falls Convention (1848)

**Acquisition of the Philippines (Great Debate)**

- Imperialism debate
- Disposition of territories, Filipo War, Hawaii, McKinley Tariff
- Acquisition of Alaska
- Annexation of Hawaii
- Constitutional issues
- U.S. citizenship for foreign peoples
- U.S. and China relations
- American interests
- Spheres of influence in China
- The Open-Door Policy
- Boxer Rebellion

**Latin America**

- Latin American affairs
- Monroe Doctrine update/ Roosevelt Corollary
- Caribbean protectorates and Big Stick Diplomacy
- Panama Canal
- Acquisition and construction

**Decision to use the atomic bomb against Japan**

- Hiroshima and Nagasaki
- War crimes trials of Japanese
- The U.S. in World War II 11.8b
- The American home front
- Impact on the economy
- Wartime production
- War crimes trials
- American home front

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

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**Grades 9-12 Social Studies Scope and Sequence**

**The New York City Department of Education**

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

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

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

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

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

- Health care
- Education
- Welfare reform
- Stability of the Social Security system
- Gun control
- Impeachment trial and acquittal, checks and balances, perjury
- Columbine Massacre

**Economic issues of the 1990s**

- Role of technologies
- Impact of the aging baby boom generation
- Balanced budget amendment debate
- Market trends (the bull market of the 1990s, computer boom)

**Political concerns**

- Senate Whitewater investigations
- Campaign finance reform debate

**At Home**

- United States History and Government (1935 – 1990)

- Economic issues of the 1990s
- Campaign finance reform debate

- Essential Question: Is the United States moving toward or away from its foundational ideals?
### UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

**SEPTEMBER – OCTOBER**

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

- Aspirations of political freedom
- 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 (Becarria, 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

**TRANSPORTATION AND TRANSFORMATION**

- 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

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

**NOVEMBER**

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

**Transportation and transformation**

- Growth of urban and industrial patterns of life in the North (more railroads and labor needed in the North)
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### 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 with its ideals of democracy?

**TRANSPORTATION AND TRANSFORMATION**

- 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
- Intermont 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

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

**FEBRUARY – MID-MARCH**

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

**TRANSPORTATION AND TRANSFORMATION**

- Economic reasons
- Freedom of speech
- Aspirations of political freedom
- The birth of the American reform and the Second Great Awakening

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

**MID-MARCH – APRIL**

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

**TRANSPORTATION AND TRANSFORMATION**

- Economic reasons
- Freedom of speech
- Aspirations of political freedom
- The birth of the American reform and the Second Great Awakening

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

**MAY**

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

**TRANSPORTATION AND TRANSFORMATION**

- Economic reasons
- Freedom of speech
- Aspirations of political freedom
- The birth of the American reform and the Second Great Awakening

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

**JUNE**

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

**TRANSPORTATION AND TRANSFORMATION**

- Economic reasons
- Freedom of speech
- Aspirations of political freedom
- The birth of the American reform and the Second Great Awakening

**Foreign policy issues of the 1990s**

- 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’etat and exile of Aristide, earthquake
- United States—Russian relations
- United States—European relations
- Vietnam syndrome
### UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

**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 (movements, connections to abolitionist movement)

**DECEMBER – JANUARY**

**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 harms Native Americans 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)
- Indian life (reservations, Dawes Act, Carlisle Indian School, legal status)
- Factors driving westward expansion
- Improved transportation facilitated shipping and migration of population
- Western migration of immigrants

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

**FEBRUARY – MID-MARCH**

**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

**MID-MARCH – APRIL**

**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

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

**MAY**

**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)
- Economic Opportunity Act
- Upward Bound
- Economic Opportunity Act of 1964
- 24th Amendment
- Civil Rights Act
- Heart of Atlanta Motel Inc. v. United States (1964)
- Immigration Act of 1965
- The Elementary and Secondary Education Act
- Voting Rights Act
- Wilderness Protection Act
- Fair Housing Act

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

**JUNE**

**Essential Question:** Can the United States move 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
- The War on Terror 11.11b
- 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
| UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800) |
|-----------------------|-----------------------|
| SEPTEMBER – OCTOBER | Essential Question: What are American foundations for liberty and freedom? |
| ROLE OF GINNÉ SISTERS, Lucretia Mot, and Elizabeth Cady Stanton, Susan B. Anthony |
| JACKSONIAN ERA | Political democratization |
| REVOLUTION IN AMERICA, Independence 11.2b | 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) | Nullification crisis (1832) |
| WORCESTER V. GEORGIA (1832) | Worcester v. Georgia |
| THE BANK WAR | The Bank War |
| BROKEN TREATIES AND INDIAN REMOVAL | Broken treaties and Indian removal |
| NATIVE AMERICAN CULTURAL SURVIVAL STRATEGIES | Native American cultural survival strategies |
| DENIAL OF NATIVE AMERICAN TREATY AND LAND OWNERSHIP RIGHTS | Denial of Native American treaty and land ownership rights |
| JACKSON AND NATIVE AMERICANS | Jackson and Native Americans |
| SEMINOLE WARS | Seminole Wars |
| ROLE OF GINNÉ SISTERS, Lucretia Mot, and Elizabeth Cady Stanton, Susan B. Anthony |

| UNIT 2: Expansion, Nationalism, and Sectionalism (1800 – 1865) |
|-----------------------|-----------------------|
| NOVEMBER | Essential Question: Was the Civil War inevitable? |
| ROLE OF GINNÉ SISTERS, Lucretia Mot, and Elizabeth Cady Stanton, Susan B. Anthony |
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| UNIT 3: Post-Civil War America: Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900) |
|-----------------------|-----------------------|
| DECEMBER – JANUARY | Essential Question: How has America’s response to the challenges of growth & progress aligned with its ideals of democracy? |
| POTENTIAL FOR INVESTMENT (DEVELOPMENT OF KEY URBAN CENTERS) | Potential for investment (development of key urban centers) |
| PRESSURES OF ADVANCING WHITE SETTLEMENT (DIFFERING VIEWS OF LAND USE AND OWNERSHIP) | Pressures of advancing white settlement (differing views of land use and ownership) |
| TREATIES AND LEGAL STATUS | Treaties and legal status |
| HOSTILITY TOWARDS IMMIGRANTS 11.4d | Hostility Towards Immigrants 11.4d |
| TREATY OF GUADALUPE HIDALGO | Treaty of Guadalupe Hidalgo |
| TREATMENT OF MEXICAN MEXICAN AMERICANS IN THE SOUTHWEST | Treatment of Mexicans and Mexican Americans in the Southwest |
| ROLE OF CHINESE IMMIGRANTS IN NATIONAL ECONOMY (RAILROADS, WORKING CONDITIONS, TREATMENT) | 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) | Nativist opposition to continued immigration (Yellow Peril, West Coast restrictions, Chinese Exclusion Act of 1882, stereotyping of and prejudice against Mexicans and Chinese) |
| 11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. (Standards 1, 2, 3) | 11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. (Standards 1, 2, 3) |
| IDEOLOGICAL DIFFERENCES BETWEEN THE UNITED STATES AND THE SOVIET UNION 11.9a | Ideological Differences Between the United States and the Soviet Union 11.9a |
| EXPANSION AND CONTAINMENT: EUROPE | Expansion and containment: Europe |
| SUMMITS: Yalta (April 1945), Potsdam (August 1945) | Summits: Yalta (April 1945), Potsdam (August 1945) |
| THE IRON CURTAIN, Winston Churchill | The Iron Curtain, Winston Churchill |
| POSTWAR USES FOR U.S. POWER | Postwar uses for U.S. power |
| THE TRUMAN DOCTRINE | The Truman Doctrine |
| THE MARSHALL PLAN | The Marshall Plan |
| BERLIN BLOCKADE AND BERLIN AIRLIFT | Berlin blockade and Berlin airlift |
| FORMATION OF NATO ALLIANCE | Formation of NATO alliance |
| RUSSIAN RESPONSE, WARSAW PACT | Russian response, Warsaw Pact |
| COUNTER-CULTURE | Counter-culture |
| THE NEW LEFT (SDS, WEATHER UNDERGROUND, YIPPEY DRAFT PROTESTERS) | The New Left (SDS, Weather Underground, Yippey draft protesters) |
| KENT STATE AND JACKSON STATE SHOOTINGS | Kent State and Jackson State shootings |
| WOODSTOCK | Woodstock |

| UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941) |
|-----------------------|-----------------------|
| FEBRUARY – MID-MARCH | Essential Question: How does a nation balance its own needs and interests with that of other nations? |
| WAR ARMS (WILSON’S 14 POINTS, FREEDOM OF THE SEAS, ARMS REDUCTION, SELF-DETERMINATION, GIVING UP COLONIES) | War aims (Wilson’s 14 Points, Freedom of the Seas, arms reduction, self-determination, giving up colonies) |
| TREATY OF VERSAILLES | Treaty of Versailles |
| WOODROW WILSON | Woodrow Wilson |
| LEAGUE OF NATIONS | League of Nations |
| HENRY CABOT LODGE | Henry Cabot Lodge |
| WASHINGTON NAVAL DISARMAMENT CONFERENCE | Washington Naval Disarmament Conference |
| REPARATIONS AND WAR DEBTS | Reparations and war debts |
| KELLOGG-BRIAND PACT | Kellogg-Briand Pact |
| ESTABLISHMENT OF WORLD COURT | Establishment of World Court |
| POST-WWII RECESS | Post-WWII recession |
| TEAPOT DOME | Teapot Dome |
| COOLIDGE PROSPERITY | Coolidge prosperity |
| PROBLEMS ON THE FARM | Problems on the farm |
| SPEkulATIVE BOOM | Speculative boom |
| SPEkulATIVE BOOM | Speculative boom |

| UNIT 5: World War II (1935 – 1990) |
|-----------------------|-----------------------|
| MID-MARCH – APRIL | Essential Question: To what extent have America’s responses to foreign policy challenges been successful? |
| IS THERE ONE AMERICA OR MANY? | Is there one America or many? |

| UNIT 6: Social and Economic Change: Domestic Issues (1945 – present) |
|-----------------------|-----------------------|
| MAY | Essential Question: Is the United States moving toward or away from its foundational ideals? |
| FINANCIAL CRISIS EMERGES | Financial crisis emerges |
| CAUSES OF THE FINANCIAL PANIC OF 2008 | Causes of the financial panic of 2008 |
| FEDERAL GOVERNMENT’S RESPONSE TO THE GREAT RECESSION | Federal government’s response to the Great Recession |

<p>| UNIT 7: The United States and Globalization (1990 – present) |
|-----------------------|-----------------------|
| JUNE | Essential Question: Is the United States moving toward or away from its foundational ideals? |
| THE 2008 ELECTION - BARACK OBAMA | The 2008 election - Barack Obama |
| CAMPAIGN FINANCING, CITIZENS UNITED | Campaign financing, Citizens United |
| SUPER PACS, LOBBYING | Super PACs, lobbying |
| WALL STREET COLLAPSE | Wall Street collapse |
| GOVERNMENT BAILOUT | Government bailout |
| MORTGAGE CRISIS | Mortgage crisis |
| ECONOMIC RECESSION | Economic recession |
| OCCUPY WALL STREET | Occupy Wall Street |
| OBAMA RE-ELECTION | Obama re-election |
| OBAMACARE | Obamacare |
| FOREIGN POLICY | Foreign policy |
| DOMESTIC POLICY | Domestic policy |
| NASA Loses Funding | NASA Loses Funding |
| RACE TO THE TOP | Race to the Top |
| NEWTON SHOOTING, SECOND AMENDMENT DEBATE | Newtown Shooting, Second Amendment debate |
| PARTISANSHIP IN POLITICS DEEPENS | Partisanship in politics deepens |</p>
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- Loyalist(s) 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
- Strengths and weaknesses of The Articles of Confederation
- Framers of the Constitution

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)

- 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

11.5 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)
- New Technologies Transform the United States 11.5a
- Business response to change
- 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

Pentagon Papers,
- 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
- Bengazi
- 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
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<tr>
<td>Essential Question: What are American foundations for liberty and freedom?</td>
<td>Essential Question: Was the Civil War inevitable?</td>
<td>Essential Question: How was America's response to the challenges of growth &amp; progress aligned with 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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</table>

- 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
- Important inventions: railroad, telegraph
- Vertical integration, horizontal consolidation
- Expanding national and international markets
- Transportation (railroads and automobiles, urban transportation)
- Building materials (steel)
- Energy sources (coal, oil, electricity)
- Communications (teletype, telephone)
- Merchandising changes, department stores, mail order catalogs, Sears & Roebuck, Macy’s, Gimbel’s
- Alexander Graham Bell, telephone
- Thomas Edison, motion picture
- Louis Pasteur vaccines
- Nikola Tesla, AC Motor
- George Goodyear, vulcanized rubber, tires

- The literary era (The Lost Generation, Sinclair Lewis, Ernest Hemingway, Edith Wharton, Wills Cather, F. Scott Fitzgerald)
- **Women in the 1920s**
  - Shifting cultural values
  - Women’s changing roles
  - Involvement in the political process (19th amendment)
  - Women in the workforce
  - Women of the Temperance Movement, Women Christian Temperance Movement (Anne Whitney, Frances Willard)

**Prohibition**

- 18th Amendment and the Volstead Act
- Stimulus to crime, bootlegging, Al Capone
- Public attitudes, lack of enforcement
- Repeal (21st amendment)

- Activities Committee (Watkins v. United States, 1957)
- HUAC, Investigative Committee of the House of Representatives
- The Alger Hiss case (1950)
- The Rosenberg trial (1950)
- Loyalty and dissent (Robert Oppenheimer)
- Blacklisting, Pete Seeger, Paul Robeson
- McCarthyism
- Edward R. Murrow, Margaret Chase Smith

**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
- John Foster Dulles
- The domino theory
- Massive retaliation

- 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

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

- 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, Federalists vs. 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)

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

- 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 (Claara Barton, Lucretia Mott, Rose O’Neal Greenhow, Mary Chestnut)
- Government policy (wage, rents, and settlements)
- Civil War (1861-1865)
- Emancipation Proclamation (military strategy and moral reasons)
- 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, immigrant 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
- 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-American Americans
- African American Struggles and Thriving Culture 11.7b
  - The Great Migration
  - Lack of education opportunities and jobs, lynching. Jim Crow laws
  - The H-bomb
  - Los Alamos
  - Summits and U-2s
  - Establishment of SEATO
  - Controversy (Aswan Dam, Suez Canal, overthrow of Mohammad Mosaddegh)
  - 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
  - The French-Indochinese War
  - Kennedy, foreign policy and Cold War crises, Laos and Vietnam
  - The Supreme Court and the War on Drugs (1965 – 1967)
  - Civil Rights Movement (1954 – present)
  - The Civil Rights Act (1964)
  - The Voting Rights Act (1965)
  - The Kerner Commission
  - The Civil Rights Act (1968)
  - The Voting Rights Act (1970)
  - The Civil Rights Act (1992)
  - The Civil Rights Act (2007)

UNIT 3: Post-Civil War America (1865 – 1914)

- Emancipation Proclamation (military strategy and moral reasons)
- 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, immigrant patterns of settlement
- Working conditions, wages
- The Great Migration
- Women, families, and work
- Social Darwinism, increased class division
- Traditional roles, Victorian ideal and reality
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- Problems of child labor, elderly, disabled, and African-American women
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UNIT 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)

- The H-bomb
- Los Alamos
- Summits and U-2s
- Establishment of SEATO
- Controversy (Aswan Dam, Suez Canal, overthrow of Mohammad Mosaddegh)
- Polish and Hungarian Uprisings
- Eisenhower Doctrine
- Sputnik and space race
- Nuclear Arms Race 11.9b
- Nuclear arms
- Space race, NASA
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- The Civil Rights Act (1992)
- The Civil Rights Act (2007)

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

- The H-bomb
- Los Alamos
- Summits and U-2s
- Establishment of SEATO
- Controversy (Aswan Dam, Suez Canal, overthrow of Mohammad Mosaddegh)
- Polish and Hungarian Uprisings
- Eisenhower Doctrine
- Sputnik and space race
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UNIT 6: Social and Economic Change: Domestic Issues (1945 – present)

- The H-bomb
- Los Alamos
- Summits and U-2s
- Establishment of SEATO
- Controversy (Aswan Dam, Suez Canal, overthrow of Mohammad Mosaddegh)
- Polish and Hungarian Uprisings
- Eisenhower Doctrine
- Sputnik and space race
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- Nuclear arms
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- The Voting Rights Act (1970)
- The Civil Rights Act (1992)
- The Civil Rights Act (2007)
### UNIT 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

- The Bill of Rights
  - Protections provided and to whom they initially applied
  - Reasoning behind the creation

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, domestic politics
- Development of unwritten constitutional government under Washington, Adams, Jefferson

- Gettysburg Address
- African-American participation in the war (Massachusetts 54th, Battle of Fort Wagner, Fort Pillow Massacre)
- NY City Draft Riots
- General Lee surrenders to General Grant at Appomattox, April 9, 1865
- Reasons why the North prevailed

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

- 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 Mother to Horatio Alger)
  - Conflict between the public good and private gain (use of resources)
- Philanthropy (Carnegie, Rockefeller)
- The Gilded Age

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

- 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, Ella Fitzgerald, Josephine Baker, Lena Horne)
- Black nationalism, Black Separatists, Pan African Movement
- Marcus Garvey (Black Nationalism, Black Separatists, Pan African Movement)
- Economic Prosperity to Economic Depression 11.7c
- The Republican Presidents of the 1920s: Harding, Coolidge, Hoover
- Laissez-faire capitalism

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

- 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

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

- Nixon Doctrine
- Détente
- Opening to China
- Opening Door to Russia

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

- 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

1968 election

- George Wallace, pro-segregation policies, split from Southern Democrats in 1968 election
- Nixon and Silent Majority

Domestic policies and problems

- Ford and Rockefeller
- Pardon for Nixon
- Carter and amnesty for draft evaders
- Decline in popularity for Ford
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**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 – 1835)
- John Marshall, Federalist, strengthening of the Federal government and the Judicial Branch
- Marbury v. Madison (1803)
-McCulloch v. Maryland (1819)
- Gibbons v. Ogden (1824)

**FEBRUARY — MID-MARCH**

- Mergers 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)
- Rapid Industrialization and Urbanization Leads to New Reforms 11.5b
  - New sources of labor/immigrants (eastern/southern Europe and Asia)
  - Demographic trends 1840 – 1920 (Irish, Italian, Russian, Jewish, Polish immigration)
  - Push factors leading to immigration (political unrest, famine, unemployment, war, religious persecution)

**MID-MARCH — APRIL**

- Onset of the Great Depression
  - Weakness in the economy
  - Overproduction/under consumption
  - The Dust Bowl
  - Overexpansion of credit
  - The stock market crash, Black Tuesday, Black Thursday

**MAY**

- Worldwide effects
- Interdependent banking systems
- Political repercussions
- Culture (Langston Hughes and John Steinbeck, WPA, Hollywood, comic books and superheroes)
- Herbert H. Hoover
  - Rugged individualism, trickle-down economics
  - Reconstruction Finance Corporation
  - Boulder Dam (Hoover Dam), public works jobs
  - Unemployment, Bonus Army, General MacArthur, Hoovers

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

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

**Essential Question:** How was America’s response to the challenges of growth & progress aligned to New Reforms 11.5b and Urbanization Leads to Rapid Industrialization?

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

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


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

**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
### Essential Question:

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

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#### Essential Question:

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

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<th>UNIT 5: Controversial aspects</th>
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<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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<td>Americanization process</td>
<td>Efforts at national labor unions (Knights of Labor, American Federation of Labor, American Railway Union, ILGWU, International Workers of the World)</td>
<td>Federal Emergency Relief Act</td>
<td>Domestic Policies and Problems and the Role of Government 11.10c</td>
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<tr>
<td>Impact of assimilation on family, religion, education, and politics</td>
<td>Bread and butter objectives</td>
<td>Unemployment (Works Progress Administration, Public Works Administration, Civilian Conservation Corps)</td>
<td>Ronald Reagan and George H.W. Bush</td>
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<td>Contributions to American society</td>
<td>Unions and social issues</td>
<td>Recovery of the U.S. economy</td>
<td>Supply-side economics, Reaganomics</td>
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<tr>
<td>Diversity of the U.S. population</td>
<td>Attitudes toward immigrants, African-Americans, women</td>
<td>National Recovery Administration</td>
<td>Tax policy and deficits</td>
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<td>Cultural pluralism (assimilation, acculturation, melting pot vs. salad bowl)</td>
<td>Union leadership (Samuel Gompers, Eugene Debs, Elizabeth Gurley Flynn, Mother Jones)</td>
<td>First and second Agricultural Adjustment Act (1933, 1938)</td>
<td>Environmental and civil rights policies</td>
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<td>Red Scare, Emma Goldman, Sacco and Vanzetti</td>
<td>Struggle and conflict</td>
<td>Glass-Steagall Act, Federal Deposit Insurance Corporation</td>
<td>AIDS epidemic</td>
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<td>Quota Acts (1921 and 1924)</td>
<td>Major strikes (Homestead, Pullman, NY Shriners strike, Lawrence, Ludlow Massacre)</td>
<td>Stock market</td>
<td>War on drugs</td>
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<td>Agrarian response</td>
<td>Management’s position</td>
<td>Social Security</td>
<td>Deregulation</td>
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<tr>
<td>The Grange movement as agrarian protest</td>
<td>Weapons, tactics employed in disputes between labor and management</td>
<td>Wagner Act (National Labor Relations Board, Labor Standards Act)</td>
<td>Decline of unions</td>
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<td>Populism (William Jennings Bryan, the election of 1896, grassroots political party)</td>
<td>Formation of Congress of Industrial Organization</td>
<td>Roosevelt’s Court packing proposal</td>
<td>The Election of 1988</td>
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<tr>
<td>Impact of Populist Party on main political parties</td>
<td>Frances Perkins, U.S. Secretary of Labor</td>
<td>The New Deal</td>
<td>Rise of a third party (H. Ross Perot)</td>
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#### Essential Question:

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

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<td>Relief of human suffering</td>
<td>Gorbachev and Soviet relations</td>
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<td>Efforts at national labor unions (Knights of Labor, American Federation of Labor, American Railway Union, ILGWU, International Workers of the World)</td>
<td>Grapes of Wrath, music (Woody Guthrie)</td>
<td>“Star Wars” and arms limitation efforts</td>
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<td>Bread and butter objectives</td>
<td>Bank holiday, Emergency Banking Act</td>
<td>Defense spending and the fall of the Soviet Union</td>
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<td>Unions and social issues</td>
<td>Federal Emergency Relief Act</td>
<td>Dissolution of the Soviet Union</td>
<td>Increasing influence of political action committees (PACs)</td>
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<td>Attitudes toward immigrants, African-Americans, women</td>
<td>Unemployment (Works Progress Administration, Public Works Administration, Civilian Conservation Corps)</td>
<td>Reagan travels to Germany, Tear down this wall speech</td>
<td>Domestic issues, drugs, AIDS, poverty</td>
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<td>Union leadership (Samuel Gompers, Eugene Debs, Elizabeth Gurley Flynn, Mother Jones)</td>
<td>Recovery of the U.S. economy</td>
<td>Fall of the Berlin Wall and German reunification</td>
<td>Environmental concerns</td>
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<td>Struggle and conflict</td>
<td>National Recovery Administration</td>
<td>Franklin D. Roosevelt and the Great Depression</td>
<td>Immigration issues</td>
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<td>Major strikes (Homestead, Pullman, NY Shriners strike, Lawrence, Ludlow Massacre)</td>
<td>First and second Agricultural Adjustment Act (1933, 1938)</td>
<td>FDR as communicators and efforts to restore public confidence</td>
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<td>Management’s position</td>
<td>Glass-Steagall Act, Federal Deposit Insurance Corporation</td>
<td>Press conferences, fireside chats, and effective use of the radio</td>
<td>Cruzan v. Director, Missouri Department of Health (1990)</td>
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<td>Controversial aspects</td>
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<td>1940 election (third term controversy, passage of the 22nd amendment)</td>
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### 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
- Increasing economic inequalities
- Rising power and influence of middle class

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<td>Lincoln Steffens, <em>The Shame of the Cities</em></td>
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<td>Ida B. Tarbell, <em>The History of the Standard Oil Company</em></td>
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<td>Frank Norris, Upton Sinclair, <em>The Jungle</em> (Pure Food and Drug Act, Meat Inspection Act)</td>
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<td>Social settlement movement</td>
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<td>– Jacob Riis, <em>How the Other Half Lives</em></td>
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<td>– Jane Addams, <em>Twenty Years at Hull House</em></td>
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<td>National Association for the Advancement of Colored People, <em>The Crisis and The Silent Protest</em>, 1917</td>
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<td>Ida Wells (anti-lynching literature and protest)</td>
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<td>Marcus Garvey (Pan-African movement)</td>
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<td>Women’s suffrage, 19th Amendment (1920)</td>
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**Grade Twelve: Participation in Government**

**UNIT 1: Foundations of American Democracy**
- **SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH**
  - Essential Question: How has American democracy evolved?
  - **Inquiries**
    1. What is an example of a debate in U.S. History that defines each concept?
    2. From state to state, outside to home, on the street to inside a school?
    3. How can I exercise the right to vote? Does every vote count the same?
    4. Why don’t more people vote?
    5. How does informed citizenship support democratic government?

**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?
  - **Inquiries**
    1. What opportunities exist for an individual student to affect political and civic change?
    2. Does the electoral system in the United States still meet our country's needs? Why or why not?
    3. Where do we find reliable information about a public policy issue or a local participation in government project?
    4. How do we become civic participants?

**UNIT 3: Civic Participation and Public Policy**
- **DECEMBER — JANUARY or MAY — JUNE**
  - Essential Question: How do citizens influence government policy?
  - **Inquiries**
    1. What role do third parties play in United States politics? In NYS? In NYC?
    2. Where do we find reliable information about a public policy issue or a local participation in government project?
    3. How do we become civic participants?

**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

**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

**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

SEPTMBER — MID-OCTOBER or FEBRUARY — MIDE-MARCH

Essential Question: How has American democracy evolved?

- 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

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 (1899) and flag burning
- Right 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
- Defense of Marriage Act (1996), 19th Amendment (1920), ERA

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?

UNIT 3: Civic Participation and Public Policy

DECEMBER — JANUARY or MAY — JUNE

Essential Question: How do citizens influence government policy?

- Obtaining and completing a voter registration form
- Contacting elected officials
- Participating in the Electoral Process 12.G4c
- 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), 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

## 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
- 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 2: Rights and Responsibilities

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

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

- Constitutional Compromises (Great Compromise, 3/5 Compromise, Commerce Compromise, Bill of Rights)
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# UNIT 3: Civic Participation and Public Policy

**DECEMBER — JANUARY** or **MAY — JUNE**

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

- Constitutional Compromises (Great Compromise, 3/5 Compromise, Commerce Compromise, Bill of Rights)
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Balancing Personal Liberties 12.G3a
- Balance of personal liberty and social responsibility
- Rights of the accused
- 4th, 5th, 6th, 7th, 8th, 14th Amendments

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

- Election of 1800 (Revolution of 1800), Election of 1876
- Controversy/modern day applicability of electoral college
- Electoral college as it relates to proportions of campaigning and financing
- Red states, blue states, purple/battleground states
- 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
  - 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)
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  - 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)
- Second Amendment
- Military Selective Service Act
- Conscription and military draft

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

- 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
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**Amendment Process 12.G1f**
- Amendment Process
- State and federal participation in amendment process
- Constitution evolution
- Constitutional interpretation of loose construction vs. strict construction

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

**Jury duty**
- Eligible to serve at 18 years of age
- May oppose jury service for religious reasons
- Juror qualification vs. jury summons
- Grand and petit juries
- Civil and criminal cases
- Federal and state court systems
- Legal right of defendant to be judged by a jury of his/her peers (5th and 6th Amendments)
- Political right of citizens to serve as jurors (6th and 7th Amendments)
# 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 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?
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 play in the American economic system?
5. How do nations trade with one another?
6. Is American capitalism sustainable?

### 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

---

1. **12.E1 INIVIDUAL 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)

2. **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
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<tr>
<td>- Personal financial goals and strategies</td>
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<td>- Opportunity cost, trade offs</td>
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<td>- The role of finance in business and government</td>
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<td>Managing your money</td>
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<tr>
<td>- Strategies to achieve long-term goals</td>
</tr>
<tr>
<td>- Budgeting</td>
</tr>
<tr>
<td>- Personal savings and investing</td>
</tr>
<tr>
<td>- Personal considerations (risk tolerance, values, age, family situation)</td>
</tr>
<tr>
<td>- Return on investment</td>
</tr>
<tr>
<td>- Managing risk through diversification</td>
</tr>
<tr>
<td>- Liquidity</td>
</tr>
<tr>
<td>- Influence of advertising</td>
</tr>
<tr>
<td>- Personal taxes (W2, W4 and 1099 forms, filing status, deductions, exemptions)</td>
</tr>
<tr>
<td>- Personal insurance (health, life, motor vehicle)</td>
</tr>
<tr>
<td>- Legal documents (wills, estate plans, prenuptial/postnuptial agreements, marriage licenses)</td>
</tr>
<tr>
<td>- Retirement funds (IRA, Roth IRA, 409K Plan)</td>
</tr>
<tr>
<td>Markets</td>
</tr>
<tr>
<td>- Instruments</td>
</tr>
<tr>
<td>- Equity (stocks)</td>
</tr>
<tr>
<td>- Debt (public and private)</td>
</tr>
<tr>
<td>- Roles markets play in directing funds</td>
</tr>
<tr>
<td>- From savers to investors</td>
</tr>
<tr>
<td>- Effects of current events on domestic and global markets</td>
</tr>
<tr>
<td>- Risk</td>
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</tbody>
</table>

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<thead>
<tr>
<th>UNIT 2: Individuals and Businesses in the Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>MID-OCTOBER – NOVEMBER or MID-MARCH – APRIL</td>
</tr>
<tr>
<td>Essential Question: Is the economic system of the United States of America fair and just?</td>
</tr>
<tr>
<td>- Types of business organizations</td>
</tr>
<tr>
<td>- Sole proprietorship</td>
</tr>
<tr>
<td>- Partnership</td>
</tr>
<tr>
<td>- Corporation (profit and not-for-profit)</td>
</tr>
<tr>
<td>- Franchises</td>
</tr>
<tr>
<td>- Influences of cartels, monopolies, oligopolies</td>
</tr>
<tr>
<td>Consumer Influence, Production and Pricing 12.E2b</td>
</tr>
<tr>
<td>- Choices of buyers and sellers in the marketplace</td>
</tr>
<tr>
<td>- Supply and demand</td>
</tr>
<tr>
<td>- Market price</td>
</tr>
<tr>
<td>- Allocation of scarce resources, and the goods and services that are produced</td>
</tr>
<tr>
<td>- Consumers influence product availability and price through their purchasing power in the product market</td>
</tr>
<tr>
<td>- Product market supply and demand determine product availability and pricing</td>
</tr>
<tr>
<td>Supply and Demand and Business 12.E2c</td>
</tr>
<tr>
<td>- Businesses' choices</td>
</tr>
<tr>
<td>- Supplying the product market</td>
</tr>
<tr>
<td>- Product market prices</td>
</tr>
<tr>
<td>- Available technology</td>
</tr>
<tr>
<td>- Prices of factors of production</td>
</tr>
<tr>
<td>- Determining the prices of factors of production</td>
</tr>
<tr>
<td>- Supply and demand in the factor market</td>
</tr>
<tr>
<td>Starting and operating a business 12.E2d</td>
</tr>
<tr>
<td>- Recognizing opportunities</td>
</tr>
<tr>
<td>- Setting goals</td>
</tr>
<tr>
<td>- Developing a business plan</td>
</tr>
<tr>
<td>- Strategic planning</td>
</tr>
<tr>
<td>- Product development, purchasing and inventory management, record keeping, and distribution</td>
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</tbody>
</table>

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<thead>
<tr>
<th>UNIT 3: American Capitalism and the Global Economy</th>
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</thead>
<tbody>
<tr>
<td>DECEMBER – JANUARY or MAY – JUNE</td>
</tr>
<tr>
<td>Essential Question: How does globalization affect us?</td>
</tr>
<tr>
<td>- Effects of Entrepreneurialism and Economic Growth 12.E3c</td>
</tr>
<tr>
<td>- Capitalist business cycle (recession, depression, expansion, recovery)</td>
</tr>
<tr>
<td>- U.S. government and economy supports entrepreneurialism</td>
</tr>
<tr>
<td>- Intended consequences of economic growth (growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities)</td>
</tr>
<tr>
<td>- Unintended consequences of economic growth (recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities)</td>
</tr>
<tr>
<td>Role of the entrepreneur</td>
</tr>
<tr>
<td>- Examples of entrepreneurs today</td>
</tr>
<tr>
<td>- Impact of entrepreneurs on the economy</td>
</tr>
<tr>
<td>- Impact of entrepreneurs on community development</td>
</tr>
<tr>
<td>Role of Government in Protecting the Free Market 12.E3d</td>
</tr>
<tr>
<td>- Troubled Asset Relief Program (TARP), Economic Stimulus Act, American Recovery and Reinvestment Act</td>
</tr>
<tr>
<td>- Workplace and labor regulation (OSHA, National Labor Relations Act)</td>
</tr>
<tr>
<td>- Ensuring property rights (intellectual property, eminent domain)</td>
</tr>
<tr>
<td>- Promoting income equality (JOBS Act)</td>
</tr>
<tr>
<td>- Social mobility (minimum wage legislation, taxes)</td>
</tr>
<tr>
<td>Role of Government and Economic Inequality 12.E3e</td>
</tr>
<tr>
<td>- The causes of economic inequality (social, political, economic injustices)</td>
</tr>
<tr>
<td>- Debates (economic injustice vs. individual choice and responsibility)</td>
</tr>
<tr>
<td>- Government policy addressing income gap and economic inequality</td>
</tr>
<tr>
<td>- Government programs designed to combat poverty (social welfare, healthcare)</td>
</tr>
</tbody>
</table>

The New York City Department of Education Grades 9-12 Social Studies Scope and Sequence Grade 12: Economics | 37
Banks
- Role of banks in the financial system and importance to consumers (savings accounts, checking accounts, loans, certificates of deposit)
- Kinds of banks and other deposit-taking institutions (commercial, savings, investment)
- Banks and businesses
- Banks and the consumer
- Regulating the financial services industry
- Federal Reserve
- State banking and insurance Commissions
- F.D.I.C.

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)

Production and delivery of goods and services
- Marketing
- Financing
- Assessing progress

Interactions between large and small businesses
- Antitrust cases
- Role of federal government in blocking or approving mergers
- Implications for consumers
- Implications for business

Effects of globalization on business
- Multinational corporations
- Small businesses and their connections to world trade
- Effects on domestic prices and production
- Outsourcing
- Effects on workers

Moral, ethical, and legal issues
- Business ethics
- Regulations for doing business
- Corporate social responsibility
- Ethics of advertising
- Socioeconomic vs. economic models

Marketing
- Establishing target markets (primary and secondary)
- Using a focus group to determine target market
- 4 Ps of marketing: price, product, packaging, promotion

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)
- 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)
- Combatting 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)

Fiscal Policy 12.E4b
- Role of the president and congress
- Setting spending priorities (national defense, social services, rebuilding the nation's infrastructure, education)
- Federal budget process
- Tax policy
- Purposes of taxes (generate revenue and/or manage the economy and promote social goals)
**UNIT 1: Personal Finance: Individual Responsibility and the Economy**

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

- **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

**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

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**UNIT 2: Individuals and Businesses in the Market**

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

- **Tax fairness (progressive, regressive, and proportional)**
- **Kinds of taxes (income, sales, federal, state, local, social security, real property)**
- **Government services provided**
- **Taxing jurisdictions**
- **Tax levy, 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**

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**UNIT 3: American Capitalism and the Global Economy**

### 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**
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### 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>Compensation and rewards</th>
<th>Foreign exchange</th>
<th>Trade — effects of globalization on the enterprise system</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Factors leading to job satisfaction or dissatisfaction</td>
<td>■ Exchange rates</td>
<td>■ Importance of trade</td>
</tr>
<tr>
<td>■ Salary vs. wages vs. ownership</td>
<td>■ Reasons for exchange rate fluctuations</td>
<td>■ Measuring trade</td>
</tr>
<tr>
<td>■ Fringe benefits</td>
<td>■ Effects of exchange rate fluctuations</td>
<td>■ Trade policy issues</td>
</tr>
<tr>
<td>■ Employer-of-choice issues (benefits, working conditions, incentives, flex time, labor unions, working from home, employee ownership)</td>
<td>■ Central Banks affect exchange rates</td>
<td>■ Global (WTO) and regional trading blocs (EMU, NAFTA, ASEAN, and MERCOSUR Common Market of the South)</td>
</tr>
<tr>
<td>Government Role in Regulating Workplace and Stimulating the Economy 12.E3b</td>
<td>■ American use of Central Bank vs. China’s use of Central Bank</td>
<td>■ Trade policies and agreements and concerns</td>
</tr>
<tr>
<td>■ Keynesian economics vs. Neo-liberalism</td>
<td>Foreign investment</td>
<td>■ Tariffs, quotas, embargoes set the rules for trade between the United States and other nations</td>
</tr>
<tr>
<td>■ Protecting property rights</td>
<td>■ Portfolio capital flows</td>
<td>■ Outsourcing</td>
</tr>
<tr>
<td>■ Regulating working conditions</td>
<td>■ Direct foreign investment</td>
<td>■ Production possibility with trade</td>
</tr>
<tr>
<td>■ Protecting the right to bargain collectively</td>
<td>Global economic and financial issues and crises</td>
<td>■ People as both consumer and worker and the effects of both on globalization</td>
</tr>
<tr>
<td>■ Reducing discrimination in the workplace</td>
<td>■ Debt of developing nations</td>
<td>■ International loopholes/penalties</td>
</tr>
<tr>
<td>■ Curbing abusive business practices</td>
<td>■ Environmental issues and concerns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ Economic implications of national and international crises</td>
<td></td>
</tr>
</tbody>
</table>

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

**DECEMBER — JANUARY or MAY — JUNE**

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

<table>
<thead>
<tr>
<th>Trade policies, Agreements and Concerns 12.E4d</th>
<th>Definition of globalization</th>
<th>■ Importance of trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ The impacts of trade flows, capital movements, direct foreign investment, tourism, and foreign trade</td>
<td>■ Historical development of the global economy</td>
<td>■ Measuring trade</td>
</tr>
<tr>
<td>■ Positive and negative effects of globalization on developing and industrialized nations</td>
<td>■ Tariffs, quotas, embargoes set the rules for trade between the United States and other nations</td>
<td>■ Trade policy issues</td>
</tr>
<tr>
<td></td>
<td>■ Global (WTO) and regional trading blocs (EMU, NAFTA, ASEAN, and MERCOSUR Common Market of the South)</td>
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<td>■ International loopholes/penalties</td>
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</tbody>
</table>
### Key Idea 1.1:
The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

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

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

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

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

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

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

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

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

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

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

Student Performance Indicators:
- Plan, organize, and present geographic research projects.
- Locate and gather geographic information from a variety of primary and secondary sources. (Taken from National Geography Standards, 1994)
- Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
- Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. (Adapted from National Geography Standards, 1994)
- Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.
### 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 5.3:
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 5.2:
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 5.4:
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, 1968)
- 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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NYSED State Mandated Instruction in Social Studies

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

801. Courses of instruction in patriotism and citizenship and in certain historic documents. Summary: The Regents shall prescribe:

1. courses of instruction in patriotism, citizenship, and human rights issues (especially the study of the inhumanity of genocide, slavery, the Holocaust, and the Irish Famine) to be maintained and followed in all the schools of New York State. All students over age eight shall receive this instruction.

2. courses of instruction in the history, meaning, significance and effects of the Constitution of the United States, the amendments, the Declaration of Independence, the New York State Constitution and its amendments, to be maintained and followed in all of the schools of the state. All students in eighth grade and higher shall receive this instruction.

3. a course of studies in the public schools, during a week designated by the Regents, to instill the purpose, meaning and importance of the Bill of Rights articles in the federal and state constitutions, in addition to the prescribed courses of study in the schools.

4. curriculum materials to aid in the instruction in understanding and acceptance of children with disabilities. All students in grades Kindergarten through six shall receive this instruction.

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

802. Instruction relating to the flag; holidays. Summary: The commissioner shall:

1. prepare a program providing a salute to the flag and daily pledge of allegiance to the flag, and instruction in respect for the flag, for the use of the public schools of the state of New York.

2. make provision for the observance of Lincoln's birthday, Washington's birthday, Memorial Day and Flag Day in the public schools.

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

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

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