

Social Studies (4-12)
Essential Standards/Skills List for May & June

Course	Grade	Essential Skills/Standards in May	Essential Skills/Standards in June
Social Studies	4	<p>★ Parent Guidance</p> <p style="text-align: center;">April 27th - May 31st</p> <p>A. Gathering and Interpreting and Using Evidence</p> <p>6. Create an understanding of the past by using primary and secondary sources</p> <p>★ If You Lived in Colonial Times by Ann McGovern</p> <p>★ McGraw Hill New York Social Studies Book Grade 4</p> <p>★ other documents/resources as needed</p> <p>E. Economics and Economic Systems</p> <p>2. Distinguish between the various types of resources (human capital, physical capital and natural resources) required to produce goods and services</p> <p>★ Pg 80 If You Lived in Colonial Times by Ann McGovern</p> <p>4. Explain why individuals and businesses specialize and trade.</p> <p>★ Pg 80 If You Lived in Colonial Times by Ann McGovern</p> <p>F. Civic Participation</p> <p>3. Identify different types of political systems used at various times in New York State history and, where appropriate, United States history</p> <p>★ - McGraw Hill New York Social Studies Book Grade 4 pages 108-110 - A Royal Colony and The Colonial Government</p> <p>B. Chronological Reasoning and Causation</p> <p>1. Explain how events are related chronologically to one another</p> <p>★ McGraw Hill New York Social Studies Book Grade 4 pages Trouble with France pgs 118-119</p> <p>★ 138-142 - Troubles in the Colonies</p> <p>C. Comparison and Contextualization</p> <p>5. Describe historical developments in New York State with specific detail, including time and place.</p> <p>★ McGraw Hill New York Social Studies Book Grade 4 pages 108-146</p>	<p>★ Parent Guidance</p> <p style="text-align: center;">June 1st - June 26th</p> <p>F. Civic Participation</p> <p>1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</p> <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p> <p>3. Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.</p> <p>4. Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</p> <p>5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p> <p>6. Identify situations in which social actions are required and suggest solutions.</p> <p>★ Citizenship - Democracy in Action McGraw Hill New York Social Studies Book Grade 4 pg. 143</p> <p>7. Identify people in positions of power and how they can influence people's rights and freedom.</p> <p>8. Identify rights and responsibilities as a citizen of your community and state.</p> <p>★ McGraw Hill New York Social Studies Book Grade 4 Governing New York pages 290-310</p>
Social Studies	5	<p>5.6 Continued review of the United States government</p> <p>5.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward. Students will examine the Beringia Land Bridge and why people moved</p>	<p>5.2 Complex societies and civilizations developed in the Western Hemisphere between 1100 BC and 1500. Students will take a closer look at the Aztecs and other ancient civilizations.</p> <p>5.2a Complex societies and civilizations-civilizations share common characteristics of religion, jobs, government,</p>

		<p>onto the continents of North and South America.</p> <p>5.3d Africans were captured and brought to America to be sold as slaves. Students will listen to <i>Elijah of Buxton</i> along with multimedia lessons.</p> <p>5.4 Geography in the Western Hemisphere Students will identify the continents and oceans, neighboring countries of the USA, landforms of the USA.</p> <p>5.4a physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources. Students will identify specific natural resources of the USA.</p> <p>5.4b The Western Hemisphere can be divided into regions.</p>	<p>cities, language and writing, tech and social hierarchy</p> <p>5.7 Economics- people of the Western Hemisphere trade with each other, as well as countries around the world. Students will learn domain specific vocabulary like economics, supply and demand, stocks, profit, capitalism.</p>
Social Studies	6	<p>6.5.a-c Compare CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): Ancient Greece and Rome.</p> <ul style="list-style-type: none"> • Students will examine the geography, religion, achievements, political systems and government, economy, social structures of the two civilizations and how those civilizations changed over time. • Students will examine how cultural achievements of these civilizations have influenced contemporary societies. • Students will examine the similarities and differences between the political systems 	<p>6.4 a-c - World Religions (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere.</p> <ul style="list-style-type: none"> • 5 major world religions - Buddhism, Hinduism, Islam, Christianity, Judaism • Students identify similarities and differences across belief systems, including their effect on social order and gender roles. • Students will explore the influence of various belief systems on contemporary cultures and events.
Social Studies	7	<p>7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.(Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)</p> <p>7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government. Students will examine regional economic differences as they related to industrialization.</p> <p>7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.</p> <p>7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the</p>	<p>7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.</p> <p>8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.(Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)</p> <p>8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.</p> <p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p> <p>8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.</p>

		<p>election of a Republican president was one of the immediate causes for the secession of the Southern states.</p> <p>7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.</p> <p>7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.</p>	
Social Studies	8	<p>8.4 WORLD WAR I AND THE ROARING TWENTIES:</p> <p>8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.</p> <p>8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I.</p> <p>8.4c New military technologies changed military strategy in World War I.</p> <p>8.4d The United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.</p> <p>8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.</p>	<p>8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.</p> <p>8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.</p> <p>8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.</p>
Global Studies 1 & Advanced Global Studies	9	<p>9.9 TRANSFORMATION OF WESTERN EUROPE (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)</p> <p>9.9a The Renaissance was influenced by the diffusion of technology and ideas. Students will examine political ideas developed during the Renaissance, including those of Machiavelli.</p> <p>9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe.</p> <p>9.9d The development of the Scientific Revolution challenged traditional authorities and</p>	<p>9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth. Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.</p> <p>9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems. Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.</p> <p>9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global</p>

		<p>beliefs. Students will examine the Scientific Revolution, including the influence of Galileo and Newton.</p> <p>9.10 INTERACTIONS AND DISRUPTIONS: (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)</p> <p>9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.</p> <p>9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange. Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.</p>	<p>trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.</p> <p>9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth. Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.</p> <p>9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized. Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in The Leviathan and The Second Treatise on Government. Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.</p>
<p>Global Studies 2 & AP Global History</p>	<p>10</p>	<p>10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence while still practicing Containment.</p> <p>10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.</p> <ul style="list-style-type: none"> ● Glasnost & Perestroika. Plans and Effects (SSR, China and World) <p>10.7 DECOLONIZATION AND NATIONALISM (1900–200) (Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)</p> <p>10.7a Independence movements in India and Indochina developed in response to European control.</p> <ul style="list-style-type: none"> ● Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent. ● Compare Gandhi and Ho Chi Minh as nationalist leaders. <p>10.7b African independence movements (Ghana & Kenya)</p> <p>10.7d Nationalism in China influenced the removal of the imperial regime</p> <ul style="list-style-type: none"> ● Contrast the rule of Mao and Deng Xiaoping 	<p>10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): (Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)</p> <p>10.9a Impact of Technological changes in communication and transportation systems that have lessened the effects of time and distance.</p> <ul style="list-style-type: none"> ● Investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS, COVID19). Contrasting this with the spread of plague, cholera or smallpox. <p>10.9b Globalization is contentious, supported by some and criticized by others. Pro v. Con of globalization</p> <ul style="list-style-type: none"> ● development of a mixed economy in China and China’s role in the global economy <p>10.9c Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment.</p> <ul style="list-style-type: none"> ● Increasing population v. Food Supply and distribution ● Green Revolution (pro v. con) <p>10.9d Globalization has created new possibilities for international cooperation and for international conflict.</p> <ul style="list-style-type: none"> ● UN ● NATO ● Paris Climate Accord ● World Bank <p>10.10 HUMAN RIGHTS VIOLATIONS: So much for “NEVER Again” after the Holocaust - examine</p> <ul style="list-style-type: none"> ● Rwanda

			<ul style="list-style-type: none"> • Bosnia • Darfur/South Sudan • Syria • Hong Kong
U.S. History and Government & AP/TC3 U.S. History and Government	11	<p>COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict</p> <ul style="list-style-type: none"> • ideological differences - US & USSR • domestic impacts • creation role of United Nations • policy of containment • nuclear arms race; Cuba • regional wars-Korea, Vietnam • tensions in Middle East, dependence on oil • impact on presidencies • end of the Cold War <p>SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present)</p> <ul style="list-style-type: none"> • Youth culture/ changing values • African-America civil rights movement. • *individuals & methods • Other groups seeking rights and equality • role of the federal government in regulating the economy and providing a social safety net <p>** APTC3 US History: In addition to the content listed, students will complete research on a topic related to an approved historical book they have already read, and which they have already had a book talk with the teacher.. They will present their papers to the class in June. This is part of class and is their final exam for HSTY 202.</p>	<p>THE UNITED STATES IN A CHANGING WORLD (1990 – present)</p> <ul style="list-style-type: none"> • Post Cold War globalism • Perisan Gulf War (1991) • War on terror; review 9/11 • Domestic economic & national security challenges • Global interconnectedness
AP/TC3 Government	12	<p>Unit 9: Federal Bureaucracy</p> <p>A look at how Congress and the Executive branch work together with interest groups to make our government work.</p>	<p>Unit 10: Judiciary</p> <p>A look at the structure and decision making of the federal court system in the United States.</p>
Economics	12	<p>12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.</p> <p>12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.</p> <p>12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit</p>	<p>12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.</p> <p>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.</p> <p>12.E4a Policy makers establish economic goals related to economic indicators, including the</p>

	<p>analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.</p> <p>12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.</p> <p>12.E1d To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.</p> <p>12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p> <p>12.E3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.</p> <p>12.E3b The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.</p> <p>12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).</p>	<p>Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.</p> <p>12.E4b The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.</p> <p>12.E4c The Federal Reserve is the government institution responsible for managing the nation's monetary policy, including regulating the amount of money in circulation and interest rates.</p> <p>12.E4d Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.</p>
--	---	--

		<p>12.E3d A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.</p>	
Participation in Government	12	<p>12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.</p> <p>12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.</p> <p>12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.</p>	<p>12.G2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.</p> <p>12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: 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.</p> <p>12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.</p> <p>12.G3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.</p>
American Civil War	12	<ol style="list-style-type: none"> 1. Battle of Gettysburg, July 1-3, 1863 <ol style="list-style-type: none"> a. Day one b. Day 2 c. Day 3 d. Aftermath e. NY draft riots 2. Battle of Vicksburg 3. Battles of Chickamauga and Chattanooga, August-November 1863 4. Lee vs Grant: Overland Campaign, May- June 1864 <ol style="list-style-type: none"> Wilderness a. Spotsylvania b. Cold harbor c. 2nd valley campaign d. Siege at Petersburg <p>4.b. Civil War Prisons</p>	<ol style="list-style-type: none"> 5. The Atlanta Campaign, May-Dec 1864 <ol style="list-style-type: none"> a. Battle for atlanta b. Sherman's march c. Sherman's march impact d. Election of 1864 6. Destruction of Hood's Army october-january 1865 <ol style="list-style-type: none"> a. Battle of nashville 7. End of the war: Petersburg and Appomattox, january-April 1865 <ol style="list-style-type: none"> a. Lee's retreat and surrender 8. Assasination of Lincoln: <ol style="list-style-type: none"> a. Booth conspiracy 9. Post war: <ol style="list-style-type: none"> a. Reconstruction and amendments b. Generals and politicians after the war c. Kkk d. Confederate symbolism and monuments e. National Battlefields f. Local history and the war