



# New York City High School Scope & Sequence:

Global History & Geography  
American History  
Economics  
Participation in Government

**NYC**<sup>TM</sup>  
Department of  
Education

Joel I. Klein  
Chancellor

2010

## Introduction

### **The New York City Department of Education High School Scope & Sequence Grades 9-12**

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.

The New York City Grade 9-12 Scope and Sequence is a comprehensive framework that integrates national standards and the New York State Core Curriculum (content, concepts, key ideas, understandings and performance indicators). Each course of study is organized around a suggested time frame and core content (units of study) guided by essential questions and topics for inquiry. Teachers can use the document to focus on essential skills and knowledge objectives and to correlate their instructional resources with a focus on historical understanding.

While knowledge of content is very important, it is equally important to engage our students in historical thinking. Students should be 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.

Included with each grade are the appropriate reading/writing and research skills from the Information Fluency Curriculum, as developed by the New York City School Library System.

### **Addendum: 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.

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.

For the full text of these sections, visit <http://www.emsc.nysed.gov/ciai/socst/leadersguide/ssrationale.htm#law>.

## Note to Teachers

The High School scope and sequence presents teachers with many challenges, not the least of which is the volume of content included in each year's course of study. Teachers are faced with large amounts of content to be "covered" and yet will 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 required 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 educators 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).

"As teachers, we often cede the responsibility for thinking through these questions to others – text book writers, district personnel, test directors, or any other group designated as experts. In doing so, we become spectators to the knowledge creation process, outsiders who bob up and down in response to others' actions. Unless teachers take up these questions and begin to wrestle with issues of knowledge, students will ... feel small in their own ability to create new knowledge. The discussion of what knowledge matters most is one in which all of us must take part. "

*Sam Wineburg, Beyond Breadth & Depth: Subject Matter Knowledge & Assessment, Theory in Practice. Volume 36, Number 4, Autumn 1997, College of Education, The Ohio State University.*

The essential questions that frame each semester are intended to offer suggestions for ways to help students understand the "Big Picture." The corresponding inquiries are sample questions that can lead to students' engagement with specific content and topics. Teachers should feel free to use or adapt any or all materials contained herein.

Anna Commitante, Director of English Language Arts, Social Studies and Gifted & Talented

## Integrating Common Core State Standards – Literacy in History/Social Studies

The recent release of the national *Common Core Standards for English Language Arts* includes standards for *Literacy in History /Social Studies, Science and Technical Subjects* for grades 6-12. While they are not intended to replace the current NYS History/Social Studies content standards (pages 102-109 in this document), they can however, serve as a bridge that connects content knowledge to literacy skills for the 21<sup>st</sup> century learner.

Reading historical texts proficiently requires the reader to understand the nuances and features specific to the discipline of history/social studies. Students of history in grades 9-12 will interact with a variety of historical text types from a wide range of complexity levels. By the end of grade 12, these students should be able to:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10)
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10. Read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Source: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, page 61. The entire document can be accessed at <http://www.corestandards.org/>

## The Ten Thematic Strands

- I **Culture** – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.
- II **Time, Continuity, and Change** – The importance of understanding the past and key historical concepts, analytically and from various perspectives.
- III **People, Places, and Environments** – The complex relationship between human beings and the environments within which they live and work.
- IV **Individual Development and Identity** – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.
- V **Individuals, Groups, and Institutions** – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.
- VI **Power, Authority, and Governance** – The complex purposes and features of individuals and groups with respect to issues of power and government.
- VII **Production, Distribution, and Consumption** – The role of resources, their production and use, technology, and trade on economic systems.
- VIII **Science, Technology, and Society** – The significance of scientific discovery and technological change on people, the environment, and other systems.
- IX **Global Connections** – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.
- X **Civic Ideals and Practices** – The understanding that civic ideals and participatory citizenship are central to democracy.

*For a complete explanation of the Ten Thematic Strands, go to [www.socialstudies.org/standards/strand](http://www.socialstudies.org/standards/strand)*

## College Readiness Skills

The development of critical thinking and process skills will prepare students for success in high school and beyond.

---

|                                   |  |                             |   |
|-----------------------------------|--|-----------------------------|---|
| <b>Historical Thinking Skills</b> | <ul style="list-style-type: none"><li>- getting information from a variety of primary and secondary sources</li><li>- interpreting information</li><li>- analyzing and evaluating information</li><li>- handling diversity of viewpoints and interpretations</li><li>- distinguishing fact vs. opinion</li><li>- synthesizing information from historical sources</li><li>- understanding chronology</li><li>- contextualizing information</li><li>- recognizing historical trends and categorizing information</li><li>- building and defending a theory</li><li>- analyzing and interpreting maps, graphs and tables related to history and geography</li><li>- understanding and making appropriate interdisciplinary connections</li></ul> | <b>Communication Skills</b> | <ul style="list-style-type: none"><li>- identifying assumptions and values</li><li>- recognizing and avoiding stereotypes</li><li>- participating in group and individual discussions and projects</li><li>- cooperating to accomplish goals</li><li>- assuming responsibility to carry out tasks</li><li>- communicating a position clearly</li><li>- actively listening to a variety of positions</li></ul> |
| <b>Historical Writing Skills</b>  | <ul style="list-style-type: none"><li>- taking notes</li><li>- synthesizing and applying information</li><li>- communicating and defending a position clearly</li><li>- developing and supporting a thesis with detailed paragraphs and conclusion</li><li>- citing sources</li><li>- engaging the reader</li><li>- producing and presenting research projects and papers</li></ul>  |                             |   |
| <b>Media Literacy Skills</b>      | <ul style="list-style-type: none"><li>- accessing and utilizing vast array of online resources</li><li>- evaluating online resources</li><li>- utilizing appropriate software in research and presentations</li></ul>  |                             |   |

---

Contributed by: College Board

## 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 with multiple points of view as well as 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.

Contributed by: College Board

**Grade Nine**

Unit One and Unit Two  
September



January

**Essential Questions**

Is geography the most pivotal factor in human development?  
Why or why not?  
How did early peoples respond to change and challenge?  
What forces shaped the migratory history of early peoples?  
Why do people move from one place to another?  
Where did people come from and how did they get to where they are today?  
What is a civilization? How do we define it and why?

What makes an historic event a “turning point?”  
How does progress change a society’s/civilizations  
wants and needs?  
Is progress always positive? Why or why not?  
Why does government become increasingly important  
as societies grow in complexity?  
How do belief systems define a people, culture or time?  
Why do civilizations fail?

**Themes:**

Belief Systems  
Change  
Citizenship  
Conflict  
Culture and Intellectual Life  
Decision Making  
Diversity  
Economic Systems  
Environment and Society

Factors of Production  
Human and Physical Geography  
Human Rights  
Imperialism  
Interdependence  
Justice  
Movement of People and Goods

Nationalism  
Nation State  
Needs and Wants  
Political Systems  
Power  
Scarcity  
Science and Technology  
Urbanization

Unit One: Ancient World – Civilizations and Religion (4000 BCE – 500 CE)

September

January

**Topics**

**Early peoples**

- Human origins and geography 3.1c
- Paleolithic hunters & gatherers 3.1b, 3.1f
- Theories and patterns of early human migration 3.1c
- Development of early government 2.1a, 2.2c, 5.1d

**Neolithic Revolution & Early River Civilizations**

- Foundations of early civilization (Mesopotamia, Egypt, the Indus Valley, & Yellow River civilizations) 2.1a
  - Human & physical geography 3.1c
  - Traditional economies 4.1b, 4.2b
  - Political systems 2.1a, 2.2c, 5.1d
  - Social structures & urbanization 2.1d, 2.3b
  - Contributions (writing systems; belief systems; technology; architecture, art) 2.1d, 2.3a, 2.3b, 3.1d
- The Great Bantu migration 500 BCE-1500 CE 3.1c
  - Human & physical geography 3.1c
  - Theories and patterns
  - Causes 3.1c, 4.1b
  - Impact on other areas of Africa 2.3b

**Inquiries**

Why is Africa considered the “cradle of mankind?”  
What are the causes and effects of human migration?  
What do artifacts tell us about the people who use them or made them?  
Why was “man as a tool maker” a turning point in human history?

What were the major changes between the Paleolithic and Neolithic time periods?  
How was agriculture/domestication of animals an historical turning point?  
Why is the development of agriculture considered a revolution?  
What is the relationship between civilization and agriculture?  
How do we interpret archaeological evidence?  
How and why did labor become diversified and specialized?  
What patterns emerged in the development of Early River Valley civilizations?  
What were the trading economies of the Early River Valley civilizations?

What factors caused the largest migration in human history?  
How was the Bantu migration an example of diffusion?

**Topics**

**The rise & fall of classical civilizations**

- Chinese civilization (Shang, Zhou, Qin, Han)
  - Human & physical geography 3.1c
  - Chinese contributions (engineering, tools, writing, silk, bronzes, government systems) 2.1d, 2.3a, 2.3b, 3.1d
  - Dynastic cycles 2.1a, 2.2c, 5.1d
  - Mandate of Heaven 2.1a, 2.2c, 5.1d
- Han Dynasty
  - Factors leading to growth 4.1b, 4.2b
  - Contributions 2.1d, 2.3a, 2.3b, 3.1d
  - Causes of decline 2.2a, 2.3b, 2.4a
  - Role of migrating nomadic groups from Central Asia 3.1c, 3.1d
  - The beginning of global trade routes - Silk Road linking China, Korea, & Japan 4.1b, 4.1c, 4.1f, 4.2b, 4.2c
- Greek civilization
  - Human & physical geography 3.1c
  - The rise of city-states (Athens/Sparta) 2.1a, 2.2c, 5.1d
  - Contributions (art, architecture, philosophy, science, sports) 2.1d, 2.3a, 2.3b
  - Growth of democracy in Athens versus the Spartan political system 5.1b, 5.1d, 5.2a
  - Alexander the Great & Hellenistic culture 5.1d
- Roman Republic and Roman Empire
  - Human & physical geography 3.1c
  - Factors leading to growth (engineering, empire building, trade) 2.4d, 4.1f
  - Contributions (law, architecture, infrastructure, literature) 2.1d, 2.3a, 2.3b, 3.1d
  - Role of migrating nomadic groups from Central Asia 3.1c, 3.1d
  - Pax Romana 2.1d
  - Rise of Christianity
  - Causes of decline 2.2e, 2.4d, 4.1f

**Inquiries**

- What was the political, economic, social and religious organization of these civilizations?  
 What are the commonalities and distinctions among the classical civilizations?  
 How do these societies view their members (status and role of women, children, elderly and slaves)?  
 Did belief systems unite or divide ancient civilizations?  
 What were the foundations of early governments?
- How was Confucianism an integral part of the Han Dynasty?
- How did the silk trade create the extensive trade routes that came to be known as the Silk Road?  
 In what ways does the Silk Road illustrate cultural diffusion?
- Was the government practiced in Ancient Greece a democracy?  
 What foundations of ancient governments influenced contemporary governments?  
 How are the features of Greek art alike and different from Hellenic art?  
 How is the legacy of ancient Greece visible through contemporary sports, theatre and art?
- How and why did Rome transition from a republic to an empire?  
 What led to Roman conquest and territorial expansion and why?  
 How have important leaders shaped their times?

**Topics**

- Indian (Maurya) Empire
  - Human and physical geography **3.1c**
  - Contributions (government system) **3.1d, 5.1d**
- Rise of agrarian civilizations in Mesoamerica (Mayan 200 BC -900 AD)
  - Human & physical geography **3.1c**
  - Contributions (mathematics, astronomy, science, arts, architecture, and technology, agriculture) **2.1d, 2.3a, 2.3b, 3.1d**
  - Religion **2.1a**
- The growth of global trade routes linking China, Korea, & Japan and linking Africa & Eurasia **4.1b, 4.1c, 4.1f, 4.2b, 4.2c**
  - Phoenician trade routes
  - Silk Road
  - Maritime & overland trade

**The emergence & spread of belief systems**

- Place of origin & major beliefs (Animism;; Chinese philosophies such as Confucianism and Daoism; Judaism;; Islam; Legalism; Shintoism; Jainism) **2.3a, 2.3b**
- Expansion of Christianity, Islam, Confucianism, & Buddhism **2.3a, 2.3b**

**Inquiries**

What is the legacy of Ashoka and Buddhism?

How did Mayan agriculture differ from agriculture in the early river valley civilizations?  
What might have led to the fall of Mayan civilization?

How did the growth of global trade lead to increased interdependence?

What is a theocracy?  
What is the difference between polytheism and monotheism?

*[Belief systems can be addressed as a separate topic or can be integrated within the context of the appropriate ancient civilizations]*

**Topics**

**Gupta Empire (320-550 AD)**

- Human & physical geography 3.1c
- Artistic, scientific, & mathematical contributions 2.1d, 2.3a, 2.3b, 3.1d
- Ties to Hinduism and Buddhism 2.3a, 2.3b
- Organizational structure 3.1d, 5.1d

**Tang & Song Dynasty (618-1126 A D )**

- Human & physical geography 3.1c
- Contributions 2.1d, 2.3a, 2.3b, 3.1d
- Chinese influence on Korea & Japan 2.3b
- Cultural flowering 2.3b
- Growth of commerce & trade 4.1b, 4.2b, 4.2d

**Byzantine Empire (330-1453 AD)**

- Human & physical geography 3.1c
- Achievements (law—Justinian Code, engineering, art, & commerce) 2.1d, 2.3a, 2.3b, 3.1d, 5.1d
- The Orthodox Christian Church 2.3a, 2.3b
- Political structure & Justinian Code 5.1d
- Role in preserving & transmitting Greek and Roman cultures 2.1a, 2.3b, 2.3c
- Impact on Russia and Eastern Europe 2.4a, 2.4d

**Early Russia**

- Human and physical geography 3.1c
- Trade 4.1b, 4.1f
- Kiev 2.2e
- Russian Orthodox Church 2.3a, 2.3b

**Inquiries**

What is a caste system? Are social hierarchies a feature of all civilizations? How did the principles of Hinduism shape the Gupta Empire?

Which Chinese inventions changed the course of history? How and Why?

Was the Byzantine Empire the “new Roman Empire”? What made Constantinople a geographically desirable location? Why was the fall of Constantinople a historical turning point?

Was early Russia a society that had its own culture and identity? Why or why not?

## Topics

**The spread of Islam to Europe, Asia, & Africa**

- Human & physical geography 3.1c
- Organizational structure 5.1d
- The development of Islamic law & its impact 2.3a, 2.3b
- Social class: women & slavery in Muslim society 2.1d, 2.2c, 2.3c
- Position of “people of the book” 2.3a, 2.3b
- The golden age of Islam
  - Contributions (mathematics, science, medicine, art, architecture & literature) 2.1d, 2.3a, 2.3b, 3.1d
  - Role in preserving Greek and Roman culture 2.1a, 2.3b, 2.3c
  - Islamic Spain 2.3a, 2.3b
- Trade 4.1b, 4.1f

**Medieval Europe (500-1400)**

- Human and physical geography 3.1c
- Frankish Empire (Charlemagne) 2.2e, 2.3a
- Manorialism 2.1a, 4.1g
- Feudalism (social hierarchy and stratification and the role of men & women) 2.1a, 2.1d, 2.2c, 2.3c, 4.1g
- Spiritual and secular role of the Church 2.3a, 2.3b
- Monastic centers of learning 2.3a, 2.3b
- Anti-Semitism 2.3a, 2.3b
- Art and architecture 2.3a
- Bubonic Plague
- Joan of Arc and the 100 Year's War
- Resurgence of Europe (Hanseatic League & Italian city-states; trade fairs & towns; Medieval guilds; commercial revolution)

## Inquiries

To which part of the world can we trace the roots of Islam?  
 How did trade and warfare contribute to the spread of Islam?  
 In what ways did Muslims struggle amongst one another to define their beliefs?

Why is Medieval Europe sometimes referred to as “The Dark Ages” or “The Middle Ages”?  
 Why did so many new languages crop up during this time period?  
 How did the art and architecture of this time period reflect cultural values?  
 What type of corruption existed during the Middle Ages and how was it combated?  
 What circumstances brought Europe back “into the light”?



**Topics**

**Crusades**

- Causes 2.2c, 2.2e
- Impacts on Southwest Asia, Byzantium, & Europe 2.2c, 2.2d, 2.2e
- Perspectives 2.1c
- Key individuals (Urban II, Saladin, & Richard the Lion-Hearted) 2.3a

**Inquiries**

What key territory were Muslims and Christians fighting over during the Crusades and why?

What cultural exchanges took place during the Crusades?



**Essential Questions**

- Can we determine a society's philosophy by studying its culture?
- What factors impact a society's economy?
- How can we determine the success or failure of a society?
- Why are some regions/peoples more vulnerable to conquest?
- What factors contribute to globalization?
- In what ways do technological advances contribute to historical turning points?
- Can people with competing view points co-exist in a society?
- What is the effect of a particular type of government on a society?
- Are there specific dynamics that lead to a society's growth and decline?
- What does the term "discover" mean?

**Themes:**

- Belief Systems
- Change
- Citizenship
- Conflict
- Culture and Intellectual Life
- Decision Making
- Diversity
- Economic Systems
- Environment and Society

- Factors of Production
- Human and Physical Geography
- Human Rights
- Imperialism
- Interdependence
- Justice
- Movement of People and Goods

- Nationalism
- Nation State
- Needs and Wants
- Political Systems
- Power
- Scarcity
- Science and Technology
- Urbanization



**Topics**

**Early Japanese history & feudalism**

- Human & physical geography **3.1c**
- Early traditions (Shintoism) **2.3a, 2.3b**
- Ties with China & Korea: cultural diffusion, Buddhism, & Confucianism **2.3a, 2.3b**
- Tokugawa Shogunate **2.3c, 3.1d**
- Social hierarchy & stratification **2.3c**
- Comparison to European feudalism **2.1d, 5.1d**
- Zen Buddhism **2.3a, 2.3b**

**The rise & fall of the Mongols & their impact on Eurasia**

- Human & physical geography **3.1c**
- Origins (Central Asian nomadic tribes) **2.1d**
- The Yuan Dynasty: a foreign non-Chinese dynasty **2.1d**
- Extent of empire under Ghengis Khan & Kublai Khan **2.1d**
- Impact on Central Asia, China, Korea, Europe, India, Southwest Asia **2.1d**
- Impact on the rise of Moscow **2.1d**
- Global trade, Pax Mongolia (Marco Polo) **2.1d, 2.3b, 4.1b, 4.1f**
- Causes of decline **2.2e, 2.4d, 4.1f**

**Global trade & interactions**

- Major trading centers (Nanjing; Calicut; Mogadishu; Venice) **2.1d, 2.3b, 4.1b, 4.1f**
- Ibn Battuta **2.3a, 3.1d**
- Expansion of the Portuguese
- spice trade to Southeast Asia & its impact on Asia & Europe **2.1d, 2.3b, 4.1b, 4.1f**

**Inquiries**

How can Japanese history serve as a case study of such concepts as social hierarchy and cultural diffusion?  
 Was geography been an advantageous feature of Japanese history and culture?  
 What were the turning points in Japanese history?

How did the rise and fall of the Mongol Empire effect the movement of people and goods throughout Eurasia?  
 Compared to other Empires, why was the rule of the Mongols so brief?

Who controlled early global trade routes? Why was it important to have this control?  
 How did advances in technology lead to changes in trade?  
 Did Ibn Battuta's travels out do those of Marco Polo?

**Topics****Rise & fall of African civilizations: Ghana, Mali, Axum, & Songhai empires**

- Human & physical geography 3.1c
- Organizational structure 5.1d
- Contributions 2.1d, 2.3a, 2.3b, 3.1d
- Roles in global trade routes 2.1d, 2.3b, 4.1b, 4.1f
- Spread & impact of Islam (Mansa Musa) 2.3a, 3.1d
- Timbuktu & African trade routes 2.1d, 2.3b, 4.1b, 4.1f

**Renaissance & humanism**

- Human & physical geography 3.1c
- Shift in worldview (otherworldly to secular) 2.1a, 2.1d, 2.3b
- Greco-Roman revival (interest in humanism) 2.1a, 2.1d, 2.3b
- Art & architecture (Leonardo da Vinci; Michelangelo) 2.3a
- Literature (Dante; Cervantes; Shakespeare) 2.3a
- Political science (Machiavelli) 2.3a, 5.1d
- Scientific & technological innovations (Gutenberg's moveable type printing press; cartography; naval engineering; navigational & nautical devices 2.3a

**Reformation & Counter Reformation**

- Human & physical geography 3.1c
- Martin Luther's Ninety-Five Theses: the challenge to the power & authority of the Roman Catholic Church 2.2e, 2.3a
- Anti-Semitic laws & policies 2.3a, 3.1d
- Henry VIII & the English Reformation 2.2e, 2.3a
- Calvin & other reformers 2.2e, 2.3a
- Counter Reformation (Ignatius Loyola, Council of Trent) 2.2e, 2.3a
- Roles of men & women within the Christian churches 2.2e, 2.3a
- Religious wars in Europe: causes & impacts 2.2e, 2.3a

**Inquiries**

What valuable, natural resources were available in these African regions?  
 Why did Islam spread rapidly throughout Africa?  
 What role did trade play in both the advance and decline of Eastern African societies?

What factors led to a newfound interest in Greco-Roman art and philosophy ("Classical Heritage") throughout Europe?  
 How did the art, architecture and writing of the European Renaissance illustrate the concept of humanism?  
 How can we use the art and architecture of the European Renaissance to show the shift from Christian values of the Middle Ages to a more secular view of the world?  
 How did secular attitudes, technological advances and corruption in the Catholic Church contribute to the outgrowth of many new denominations of the Christian religion?

What role did secularism play during the Reformation?  
 What were the various religions that grew out of Catholicism? How did they differ?  
 What is the concept of a national religion?

**Topics****The Ming Dynasty (1368-1644)**

- Human & physical geography 3.1c
- Restoration of Chinese rule, Chinese world vision 2.1c, 2.1d
- The impact of China on East Asia & Southeast Asia 2.1b, 2.1d, 2.2e
- China's relationship with the West 2.1b, 2.3b
- Contributions 2.1d, 2.3a, 2.3b, 3.1d
- Expansion of trade (Zheng He, 1405-1433) 2.1d, 2.3b, 4.1b, 4.1f

**The impact of the Ottoman Empire on the Middle East & Europe**

- Human & physical geography 3.1c
- Contributions 2.1d, 2.3a, 2.3b, 3.1d
- Suleiman I (the Magnificent, the Lawgiver) 2.1c, 2.2e, 2.3a
- Disruption of established trade routes & European search for new ones 2.1d, 2.3b, 4.1b, 4.1f
- Limits of Ottoman Europe 2.1c, 2.2e, 2.4d, 4.1f

**Spain & Portugal on the eve of the encounter**

- Human & physical geography 3.1c
- Reconquista under Ferdinand & Isabella 2.1d, 2.2e
- Expulsion of Moors & Jews
- Exploration & overseas expansion (Columbus, Magellan) 2.1d, 2.2e, 2.3a

**The rise of Mesoamerican empires: Aztec & Incan empires before 1500**

- Human & physical geography 3.1c
- Organizational structure 5.1d
- Contributions 2.1d, 2.3a, 2.3b, 3.1d
- Trade 2.1d, 2.3b, 4.1b, 4.1f

**Inquiries**

How did advances in agricultural techniques contribute to the strength of the Ming Dynasty?

In China's trade with Europe, which region stood to benefit more from the exchange?

What are the advantages and disadvantages of hereditary rule?

Was the parallel navigation taking place in China during this Era motivated by the same factors as European exploration?

Why do we know less about Chinese explorers than we do about European explorers?

What factors contributed to the longevity of the Ottoman Empire?

What evidence is there that the Aztec and Incan societies were complex prior to the arrival of European explorers?

**Topics****The encounter between Europeans & the peoples of Africa, the Americas, & Asia****Case study: The Columbian exchange**

- Human & physical geography 3.1c
- European competition for colonies in the Americas, Africa, East Asia, & Southeast Asia—The “old imperialism ” 2.1b, 2.2e, 2.3a, 3.1f
- Global demographic shifts Case study: The triangular trade & slavery 3.1f, 4.1g
- The extent of European expansionism 2.1b, 2.2e, 2.3a, 2.3b, 3.1f, 4.1g
- European mercantilism 4.1e, 4.1g
- Spanish colonialism & the introduction of the Encomienda system to Latin America 2.1b, 2.2e, 2.3a, 2.3b, 3.1f, 4.1g
- Dutch colonization in East Asia (Japan & Indonesia) 2.1b, 2.2e, 2.3a, 2.3b, 3.1f, 4.1g
- Exchange of food & disease 2.1b, 2.3b

**Political ideologies: global absolutism**

- Human & physical geography 3.1c
- Thomas Hobbes, The Leviathan 2.3b, 5.1d
- Jacques-Benigne Bossuet: Absolutism & Divine right theory 2.3b, 5.1d
- Case studies: Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, & Peter the Great 2.1d, 2.3a

**The response to absolutism: The rise of parliamentary democracy in England**

- Background—Magna Carta 1.1a, 1.1b, 2.1a, 2.2e
- Divine Right of Monarchy—Stuart rule 2.3b, 5.1d
- Puritan Revolution—Oliver Cromwell 2.3a, 2.3b, 5.1d
- Glorious Revolution—John Locke & the English Bill of Rights 1.1a, 1.1b, 2.1a, 2.2e

**Inquiries**

What forces came together in the mid-1400's that made the Age of Exploration possible?

What impact did European technology, food and disease have in the Americas?

What impact did food and disease introduced from the Americas have on Europe, Asia, and Africa?

What impact did mercantilism have on European colonies in the Americas? On Europe?

Why was centralized political power a trend throughout societies in Europe, Asia and Africa?

Did political absolutism look exactly the same in Europe as it did in Africa? In Asia?

Which ancient civilizations can be credited with the concept of shared political power?

What is “natural law” and how was it used to limit the power of the British Monarchy?

What implications did limits to royal power have on political events in England and the Americas?

## INFORMATION FLUENCY FRAMEWORK AND CONTINUUM – GRADE 9

### INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

#### INQUIRY PROCESS

##### Connect

- Reads background information to discover the complexities of the problem or question.
- **Identifies key words and synonyms, both stated and implied, for topic and uses them to further research.**
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.

##### Wonder

- Focuses the purpose of the research by formulating specific questions to be answered.
- Determines the kind of information needed to investigate the complexities of the topic.

##### Investigate

- Recognizes and uses search strategies (key words, subject headings) to locate appropriate resources.
- Uses technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information on assigned topics in the curriculum.
- **Conducts advanced Web searches using Boolean logic and other sophisticated search functions.**
- Uses a variety of search engines to do advanced searching.
- Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.
- Uses appropriate electronic reference sources and Internet sites to answer questions.
- Adjusts search strategies by comparing information gathered with the problem or question.
- Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.
- Analyzes electronic and print information to determine if it answers the inquiry questions.
- Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).
- Compares information gathered from different sources for accuracy.

##### Construct

- Combines ideas and information to develop and demonstrate new understanding.
- Recognizes relationships among ideas by using an outline or semantic web.

##### Express

- Uses writing process to develop expression of new understandings.
- Presents conclusions to answer the question or problem.
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

##### Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

## INFORMATION FLUENCY FRAMEWORK AND CONTINUUM – GRADE 9 (Continued)

### INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers.”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

#### LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

#### PERSONAL EXPLORATION

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.

#### MOTIVATION FOR INDEPENDENT READING

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and non-print information resources for information and personal needs; actively seeks answers to questions.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.

### INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

#### RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

##### BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.

##### PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

**Grade Ten**

Unit Five and Unit Six  
 September  January

**Essential Questions**

What defines a revolution?  
 What forces or policies in a society bring about long term change?  
 How does nationalism divide and/or unify regions in the world?  
 What are the tensions between global interdependence and national autonomy?  
 What is the relationship between imperialism and oppression?

**Themes:**

|                               |                              |                        |
|-------------------------------|------------------------------|------------------------|
| Belief Systems                | Factors of Production        | Nationalism            |
| Change                        | Human and Physical Geography | Nation State           |
| Citizenship                   | Human Rights                 | Needs and Wants        |
| Conflict                      | Imperialism                  | Political Systems      |
| Culture and Intellectual Life | Interdependence              | Power                  |
| Decision Making               | Justice                      | Scarcity               |
| Diversity                     | Movement of People and Goods | Science and Technology |
| Economic Systems              |                              | Urbanization           |
| Environment and Society       |                              |                        |

## Unit Five: An Age of Revolution (1750 - 1914 CE)

### Topics

#### The Scientific Revolution

- The development of scientific methods 2.1d, 2.3b, 2.3c
- The work of Copernicus, Galileo, Newton, & Descartes 2.3a

#### The Enlightenment in Europe

- The writings of Locke, Voltaire, Rousseau, & Montesquieu 2.3a
- The impact of the Enlightenment on nationalism & democracy 2.2e
- The enlightened despots (Maria Theresa, Catherine the Great) 2.2e , 2.3a

#### Political revolutions

- Human & physical geography of revolutions 3.1c
- American Revolution
  - Impact of the Enlightenment on the American Revolution 1.1b, 1.3b, 2.1b, 2.1d, 2.3b, 5.1b
  - Impact of the American Revolution on other revolutions 1.3c, 2.1b, 2.3b, 5.1b
- French Revolution
  - Causes 2.1d, 2.2e, 2.3a
  - Key individuals (Robespierre & Louis XVI) 2.3a
  - Impact on France & other nations 2.1b, 2.1d, 2.3b
  - Rise to power of Napoleon & his impact (Napoleonic Code) 2.1b, 2.3a, 2.3b
- Independence movements in Latin America
  - Case studies: Simon Bolivar, Toussaint L'Ouverture, José de San Martín) 2.1b, 2.3a, 2.3b

#### The reaction against revolutionary ideas

- Balance of power politics & the Congress of Vienna (Klemens von Metternich) 2.1d, 2.3a
- Revolutions of 1848 2.2e
- Russian absolutism: reforms & expansion
  - Impact of the French Revolution & Napoleon ) 2.1b, 2.3a, 2.3b
  - 19th-century Russian serfdom 2.3b, 2.3c
- Expansion of Russia into Siberia 2.2e, 2.3b, 2.3c

### Inquiries

What philosophical changes began to take place as people started embracing the scientific method?

Are science and religion mutually exclusive or can the two be reconciled?

What is the legacy of the luminaries of the scientific revolution (Galileo, Newton, Copernicus and DeCarte)?

How were the discoveries of Galileo and Newton tied to advances in technology?

How did the work of the enlightened philosophers raise questions about the existing social and political order throughout Europe?

To what extent was the Age of Enlightenment related to the Scientific Revolution?

Why are the American, French and Latin American Revolutions considered turning points in global history?

How was the American Revolution a model for other national revolutions?

In what ways did the French revolution overturn the balance of power in Europe?

What were the similarities and differences in the American, French and Latin revolutions?

How were the political and physical boundaries of European nations reestablished by the Congress of Vienna?

Did the Congress of Vienna interfere with the democratic goals initiated by the French Revolution?

## Unit Five: An Age of Revolution (1750 - 1914 CE) (Continued)

### Topics

#### Latin America: The failure of democracy and the search for stability

- Human & physical geography 3.1c
- Roles of social classes (land-holding elite, creoles, mestizos, native peoples, enslaved peoples) 2.3a
- Roles of the Church & military 2.3a
- Role of cash crop economies in a global market 4.1a, 4.1b, 4.1f
- The Mexican Revolution (1910-1930)
  - Causes & effects 2.1d, 2.2e
  - Roles of Porfirio Diaz, Francisco, "Pancho" Villa, Emiliano Zapata 2.3a
  - Economic & social nationalism 2.1a, 2.3c

#### Global nationalism

- Human & physical geography 3.1c
- Role in political revolutions 2.1d, 2.2e
- Force for unity & self-determination 2.1d, 2.2e
  - Unification of Italy & Germany (Camillo Cavour, Otto von Bismarck) 2.1d, 2.2e, 2.3a
  - Asian & Middle Eastern nationalism (Indian National Congress, Moslem League, Turkey's Young Turks) 2.1d, 2.2e, 2.3a
- Zionism 2.1d, 2.2e, 2.3a
- Force leading to conflicts
  - Balkans before World War I 2.1d, 2.2e
  - Role of Ottoman Empire 2.1d, 2.2e

#### Economic & social revolutions

- Human & physical geography 3.1c
- "Agrarian Revolution" 3.1c, 3.1e, 4.1a, 4.1b
- The British Industrial Revolution
  - Capitalism & a market economy 4.1a, 4.1b, 4.1c
  - Factory system 4.1g
  - Shift from mercantilism to laissez-faire economics (Adam Smith, *The Wealth of Nations*) 4.1a, 4.1b, 4.2c
  - Changes in social classes 2.3a, 2.3b, 2.3c
  - Changing roles of men, women, & children 2.3a, 2.3b, 2.3c
- Urbanization 3.1c, 3.1e, 4.1a, 4.1b

### Inquiries

Did the revolutions in Latin America change the social classes?  
What role did peasants play in the Mexican Revolution?  
How did nationalism influence the Mexican Revolution?

How did nationalism differ from previous political ideas?  
What role did nationalism play in Europe, Eastern Europe, Asia, Africa and Latin America?  
What roles does nationalism play in these regions today?

How did the Industrial Revolution change roles of men, women and children?  
What impact did the Industrial Revolution have on the expansion of suffrage throughout the late-19<sup>th</sup> and the early- 20<sup>th</sup> centuries?  
How did the Industrial Revolution affect the process of urbanization?  
Why did industrialization begin in Great Britain?  
How did the growth of industry affect social classes?

## Unit Five: An Age of Revolution (1750 - 1914 CE) (Continued)

### Topics

- Responses to industrialization
  - Utopian reform (Robert Owen) 4.1a, 4.1b, 4.1c, 4.1e, 5.1d
  - Legislative reform 4.1a, 4.1b, 4.1c, 4.1e, 5.1d
  - Role of unions 2.3a
  - Karl Marx & Friedrich Engels & command economies 2.3a, 4.1a, 4.1b, 4.1c, 4.1e, 5.1d
  - Sadler Report & reform legislation 2.3a
  - Parliamentary reforms; expansion of suffrage 2.3a
  - Writers (Dickens & Zola) 2.3a
  - Global migrations during 19th Century 3.1c
  - Writings of Thomas Malthus (*Essay on the Principles of Population*) 2.3a
- Mass starvation in Ireland (1845 - 1850)
  - Growth of Irish nationalism 2.1d, 2.2e, 2.3a
  - Global migration 3.1c, 4.1a, 4.1b, 4.1c

### Imperialism

- Reasons for imperialism (nationalistic, political, economic, “The White Man’s Burden”, Social Darwinism) 2.1a, 2.2e
- Spatial characteristics (“new imperialism”) 2.1b, 2.1d, 3.1a, 3.1e
- British in India
  - British East India Company 2.3a, 2.3b, 4.1b
  - Sepoy Mutiny 2.3a, 2.3b
- British, French, Belgians, & Germans in Africa
  - The Congress of Berlin 2.1b, 2.1d, 3.1a, 3.1e
  - African resistance (Zulu Empire) 2.3a
  - Boer War 2.2e, 2.3a
  - Cecil Rhodes 2.3a, 3.1e
  - 19th-century anti-slave trade legislation 2.1a
- European spheres of influence in China
  - Opium Wars (1839 - 1842 & 1858 - 1860) & the Treaty of Nanjing 2.1d, 2.2e, 3.1e
  - Boxer Rebellion 2.2e, 2.3a
  - Sun Yat-sen (Sun Yixian) & the Chinese Revolution (1910- 1911) 2.2e, 2.3a
- Multiple perspectives toward imperialism
  - Immediate and long-term changes made under European rule 2.1c, 2.2e, 2.3b
  - Long-term effects in Europe & the rest of the world 2.1c, 2.2e, 2.3b.

### Inquiries

How did the growth of Industry lead to competing political ideologies?  
How did the system proposed by Marx and Engels differ from traditional capitalism?  
How did the growth of industry affect immigration?  
How were the problems of industrialization dramatized in the works of Dickens and Zola?

What were the major causes of imperialism? Who benefits from such a policy? Who does not?  
How did indigenous peoples resist imperialism?  
What were the long term effects of global imperialism?

## Unit Five: An Age of Revolution (1750 - 1914 CE) (Continued)

### Topics

#### Japan & the Meiji restoration

- Human & physical geography 3.1c
- The opening of Japan
  - Commodore Matthew Perry 2.3a
  - Impact upon Japan of Treaty of Kanagawa 2.1c, 2.2e, 2.3b
- Modernization, industrialization 2.1a, 4.1a, 4.1b
- Japan as an imperialist power
  - First Sino-Japanese War (1894 - 1895) 2.2e, 2.3b
  - Russo-Japanese War 2.2e, 2.3b
  - Annexation of Korea 2.2e, 2.3b
  - Dependence on world market 4.1c, 4.1f

### Inquiries

Did Japanese industrialization follow the same pattern as industrialization in Great Britain?

Why did Japan develop industry before other Asian and African nations?

Why did Japan annex Korea?

What is the legacy of Japanese imperialism today?

## Unit Six: A Half Century of Crisis and Achievement (1900 - 1945 CE)

### Topics

#### World War I

- Europe's geography 3.1a, 3.1b
- Causes of War 2.2e
- Impacts of War 2.2e, 2.3b
- Effects of technological advances on warfare 2.3a
- Armenian Massacre 2.2e, 2.3b
- Collapse of Ottoman Empire 2.2e, 2.3b
- The war as reflected in literature, art, & propaganda 2.1c, 2.2c

#### Revolution & change in Russia

- Czar Nicholas II 2.3a
- The Revolution of 1905 2.2e, 2.3b
- March Revolution & provisional government 2.2e, 2.3b
- Bolshevik Revolution 2.2e, 2.3b
- Lenin's rule in Russia 2.2e, 2.3a, 2.3b
- Stalin & the rise of a modern totalitarian state (industrialization, command economy, collectivization) 2.2e, 2.3a, 2.3b, 4.1e
- Russification of ethnic republics 2.3b
- Forced famine in Ukraine 2.2e, 2.3b
- Reign of Terror

### Inquiries

What role did nationalism and imperialism play in WWI?  
What role did technology play in WWI?  
Were the issues that caused WWI resolved?  
How did WWI raise questions about justice and human rights?  
How was WWI a turning point in history?  
What role did women play in WWI?  
Why might the Germans, French, and British view the causes of WWI differently?

What is a command economy?  
What were the causes of the Russian Revolution?  
What steps did the communists take to industrialize the Soviet Union?  
How were the human rights of Russians and other ethnic and national groups handled by the Stalinist regime?  
How did Russian industrialization compare with that of Western Europe?

## Unit Six: A Half Century of Crisis and Achievement (1900 - 1945 CE) (Continued)

### Topics

#### Between the wars

- A. Human & physical geography 3.1c
- B. Treaty of Versailles & the League of Nations 2.1d, 2.2e, 2.3b
- C. Modernization & westernization of a secular Turkey (Atatürk) 2.3a, 2.3b
- D. Women's suffrage movement 1.1a, 1.3b, 1.3c, 2.3a, 2.3b
- E. Great Depression 1.3b, 1.3d
- F. Weimar Republic & the rise of fascism 2.2e, 2.3b
- G. Japanese militarism & imperialism (Manchuria, 1931 and Second Sino-Japanese War, 1937-1945) 2.2e
- H. Policy of appeasement (Munich Pact) 2.2e
- I. Colonial response to European imperialism
  - Case studies: Gandhi, Reza Khan, Jiang Jieshi (Chiang Kai-shek), Mao Zedong, the Amritsar massacre, Indian nationalism, Salt March, civil disobedience 2.2e, 2.3a, 2.3b, 2.3c
- J. Arabic & Zionist nationalism 2.3a, 2.3b, 2.3c

#### World War II—causes & impact

1. Human & physical geography 3.1c
2. The Nazi & Japanese states 2.2e, 2.3a, 2.3b, 2.3c
3. Key individuals (Hitler, Mussolini, Stalin, Churchill, Roosevelt) 2.2e, 2.3a, 2.3b, 2.3c
4. Key events (Dunkirk, the Blitz, D-Day, Hitler's second front, the war in the Pacific) 2.2e
5. The Nazi Holocaust 2.2e, 2.3a, 2.3b, 2.3c
6. Resistance 2.3a, 2.3b, 2.3c
7. Japan's role (Nanjing, Bataan, Pearl Harbor) 2.2e, 2.3a, 2.3b, 2.3c

### Inquiries

Did communism and fascism challenge liberal democratic traditions? How and why? What were the goals of the League of Nations? Why didn't they succeed? How did the resolution of WWI contribute to the subsequent global economic depression?

What is the relationship between the global economic depression and WWII? What roles did Churchill, Roosevelt, Stalin, Hitler, Mussolini and Tojo play in the outcome of WWII? How did technology change the nature of war during WWII? How do we define a war crime and how should war crimes be punished? What were the many and varied reasons that nations entered WWII?

**Essential Questions**

- Is war and conflict inevitable?
- Why do nation states rise and fall?
- What is a turning point in history?
- Do belief systems more unite or divide mankind?
- Is geography destiny?
- Is technology a blessing or a curse?
- Is the current world economy sustainable?
- What is “progress”?
- How does the past affect the future?
- Whose perspective is history told from?
- What differentiates one nation’s identity from another?
- How has science and technology influence the rise and fall nations?
- Are democratic governments less warlike than dictatorships?
- Could a nation like Nazi Germany almost dominate the world today?
- Who won the Cold War? Was it cold? Did anyone “win”?
- What is “terrorism”? How is a “terrorist” different from a “freedom fighter”?
- How did global and regional power shift after World War II?
- Was the 20<sup>th</sup> Century “the American Century”? If so, is it today? Why or why not?
- Are nation-states able to solve global problems like pollution and global warming?
- How has our worldview of the environment changed since World War II? Why?
- What will the remainder of the 21<sup>st</sup> Century bring in terms of economic, political and military power?
- What is justice? Are our ideas of justice today more “advanced” than in earlier eras? How and why?

**Essential Questions:**

How has technology and trade affected global interdependence? Is this a good thing?  
Does the individual play the most important role in shaping modern history? Why?  
What is more important: material wealth, happiness, or spiritual fulfillment? Are they mutually exclusive?  
Did the collapse of the Soviet Union prove that Communism and Socialism are unworkable and/or undesirable ideals? Why?  
How did one of the world's richest, best-educated and most highly-cultured nations turn into Nazi Germany?  
How do natural resources affect nations and potential conflict among them?  
How do wars shape alliances and contribute to national identities?  
What role does technology play in the history of a people?  
How do languages influence peoples and their nationalities?

**Themes:**

|                               |                              |                        |
|-------------------------------|------------------------------|------------------------|
| Belief Systems                | Factors of Production        | Nationalism            |
| Change                        | Human and Physical Geography | Nation State           |
| Citizenship                   | Human Rights                 | Needs and Wants        |
| Conflict                      | Imperialism                  | Political Systems      |
| Culture and Intellectual Life | Interdependence              | Power                  |
| Decision Making               | Justice                      | Scarcity               |
| Diversity                     | Movement of People and Goods | Science and Technology |
| Economic Systems              |                              | Urbanization           |
| Environment and Society       |                              |                        |

**Global 4**  
**Unit Seven: The 20<sup>th</sup> Century Since 1945**

**Topics**

**Cold War balance of power**

- Human & physical geography 3.1c
- Physical setting of the world in 1945 3.1a, 3.1b, 3.1e
- United States occupation of Germany & Japan
  - The adoption of democratic systems of government 5.1b
  - Economic rebuilding of Germany & Japan 4.1c
- Emergence of the superpowers 2.3b
- Political climate of the Cold War 2.1c, 2.2e, 2.3b
  - Marshall Plan
  - Truman Doctrine
  - Berlin airlift & a divided Germany
  - North Atlantic Treaty Organization (NATO)/Warsaw Pact—expanding membership & role of NATO
  - Hungarian Revolt
  - Soviet invasion of Czechoslovakia
  - Nuclear weapons & space
  - Surrogate superpower rivalries
  - Case studies: Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala
  - Role of nonaligned nations
- Korean War
  - US role in the division of Korea 2.3b
  - Comparison of Korea & Germany 2.3b, 2.3c
  - Conduct of the war 2.2e

**Role of the United Nations**

- Peace keeping 2.3a
- Social & economic programs 4.1f

**Inquiries**

How did everyone know WWII was over?  
How was global political geography changed after WWII?  
How did the Allies treat the Axis countries after WWII?  
How did the Cold War begin?  
Was peaceful coexistence possible after WWII?  
What did Churchill mean by “an Iron Curtain”? How did that metaphor contribute to Western public opinion about the Cold War and Soviet intentions?  
How did NATO and the Warsaw Pact alliances compare to WWII and WWI alliances?  
How did POV affect how modern history was told in the West and in the Soviet Union?  
Were the Marshall Plan and the Truman Doctrine effective? Why or why not?

How did the Korean War begin? Who “won”? How were the people of Korea affected?  
How did the Korean War nearly lead to global conflict?

How did the UN after WWII compare to the League of Nations after WWI?

**Global 4 (Continued)**  
**Unit Seven: The 20<sup>th</sup> Century Since 1945**

**Topics**

**Economic issues in the Cold War & Post-Cold War era**

- Human & physical geography **3.1c**
- Market vs. command economies (Western Europe vs. Soviet Union) **4.1e**
- Economic recovery in Europe & Japan
  - Western Germany as major economic power **4.1a**
  - European economic community/ Common Market/ European Union **4.1a, 4.1c, 4.1e**
  - Japan as economic superpower **4.1a**
- Organization of Petroleum Exporting Countries (OPEC); oil crisis of the 1970s **4.1f**
- Pacific Rim economies and economic crisis **4.1c, 4.1f**
- North America Free Trade Agreement (NAFTA), 1997 **4.1f**

**Chinese Communist Revolution**

- Human & physical geography **3.1c**
- Communist rise to power (1936- 1949); Jiang Jieshi (Chiang Kai-shek), Mao Zedong **2.3a, 2.3b, 2.3c, 5.1a**
- Communism under Mao Zedong (Great Leap Forward, the Cultural Revolution and the Red Guard) **2.2e, 2.3a, 2.3b, 2.3c, 5.1a**
- Communism under Deng Xiaoping
  - Economic reforms—Four Modernizations **4.1c**
    - o Limited privatization
    - o Dismantling of Communes
    - o Introduction of “responsibility system”
    - o Foreign investment
  - Fifth modernization: Democracy (Tiananmen Square, April/May, 1989) **5.1b**
- Return of Hong Kong (July 1, 1997) **2.2e, 3.1e**
- Social system (communist China vs. dynastic China) **5.1d**

**Inquiries**

Who were the “non-aligned” nations and what were their beliefs?  
How successful has the UN been in achieving its goals since WWII?  
How does a capitalist economy differ from a Communist or socialist?  
How and why did Japan and Germany recover from WWII so quickly and successfully?  
How did the geography of petroleum shape the superpower conflicts after WWII?  
How did the economic balance of power shift after WWII? Why?  
How did the growth of huge international corporations affect world economies after WWII?

How did China’s Civil War, the Long March and WWII contribute to Communist victory?  
How did Chinese communism differ from Soviet Communism?  
What is meant by the term “a new China” and did Mao and other Communist leaders succeed in creating it?  
What were the political, economic and social effects of the Great Leap Forward and the Cultural Revolution?  
How did the Four Modernizations transform Chinese Communism?

**Global 4 (Continued)**  
**Unit Seven: The 20<sup>th</sup> Century Since 1945**

**Topics**

**Collapse of European imperialism**

- Human & physical geography **3.1c**
- India—**independence & partition**
  - Political system **5.1d**
  - Muslim/Hindu conflicts **2.1c, 2.2e**
  - Status of the caste system **2.3b**
  - Roles of Mohandas Gandhi & Jawaharlal Nehru **2.3a**
  - Nonalignment **2.3b**
  - Kashmir & Punjab **2.3b**
- African independence movements & Pan Africanism
  - Changing political boundaries in Africa (Nigeria, Ghana, & Kenya) **3.1e**
  - Roles of Jomo Kenyatta & Kwame Nkrumah **2.3a**
  - Economic links to former colonial powers **4.1f**
  - Ethnic tensions vs. nationalism: Nigeria & civil war **2.1a, 2.2e**
  - Apartheid (African National Congress; Nelson Mandela, Desmond Tutu, F. W. de Klerk) **2.3a**
  - Political & economic instability— Congo (Zaire) or any other examples **2.1d, 4.1a**
  - Ethnic tensions: Rwanda— Hutu-Tutsi **2.3b**
- Southeast Asia
  - Vietnam/Ho Chi Minh **2.2e, 2.3a**
  - Cambodia/Pol Pot/Khmer Rouge **2.2e, 2.3a**
  - Aung San Suu Kyi—Myanmar

**Inquiries**

Is China still a Communist country?

Can China continue to experience economic growth without political democracy?

How did WWII undermine the influence and power of European imperialism?

Was partition of the subcontinent inevitable?

How did non-violent “soul force” defeat the world’s largest empire?

Was Gandhi’s vision for India fulfilled? Why or why not?

How were colonial African economies and societies tied to the “mother” country?

How did colonial boundaries inhibit national cohesion after independence?

What attracted African-Americans like W.E.B. DuBois and Stokely Carmichael (Kwame Toure) to Ghana?

Did decolonization improve the lives of most people? Why or why not?

How did the Vietnam War affect the people of S.E. Asia?

How did a poor, less-developed and small country defeat US military power?

**Global 4 (Continued)**  
**Unit Seven: The 20<sup>th</sup> Century Since 1945**

**Topics**

**Conflicts & change in Middle East**

- Human & physical geography **3.1c**
- Creation of State of Israel, Arab Palestinians, & Israel's Arab neighbors **2.1c, 2.4d, 3.1e**
- Roles of individuals (Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin) and Palestine Liberation Organization (PLO) **2.3a**
  - Arab-Israeli wars **2.2e**
  - Peace treaties **2.2e**
- Role of terrorism **2.1d, 2.3a**
- Kurds in Turkey & Iraq **2.3a**
- Migration of Jews from Europe, the United States, the Soviet Union, & Africa **2.3a, 3.1c**
- The Iranian Revolution
  - Causes & impact **2.2e**
  - Ayatollah Khomeini vs. Rez
  - Pahlavi **2.3a**
- Persian Gulf War (Saddam Hussein) **2.2e, 2.3a**
- Islamic fundamentalism (Iran, Libya, Afghanistan, Algeria, Turkey) **2.1d, 2.2e**

**Collapse of communism & the breakup of the Soviet Union**

- Human & physical geography **3.1c**
- Background events, 1970 to 1987 **2.1b, 2.2e**
- Poland's Solidarity & Lech Walesa **2.1b, 2.2e, 2.3a**
- Mikhail Gorbachev (perestroika & glasnost) **2.2e, 2.3a**
- Fall of Berlin Wall and reunification of Germany (causes & impact) **2.2e**
- Ethnic conflict in former satellite states, e.g., Kosovo, Bosnia **2.2e**
- Changing political boundaries **3.1e**
- Challenges faced by post-communist Russia (Boris Yeltsin) **2.2e, 4.1f, 5.1b**

**Inquiries**

How did WWII change the political geography of the Middle East?

What caused the Palestinian Diaspora?

How have Middle Eastern conflicts been shaped by the Cold War?

Why has it been so difficult to secure peace between Israelis and Palestinians?

What are the historical arguments for and against a "Jewish homeland?"

How did hostilities toward the US fuel the Iranian Revolution?

How did Islamic fundamentalism transform Iran after the Revolution?

Was the Persian Gulf War justified? Why or why not?

Was the collapse of the Soviet Union a "turning point" in world history? Why or why not?

What role did nationalism play in the collapse of the Soviet bloc?

How will Russia define itself in the 21<sup>st</sup> Century?

Did U.S. policies cause the collapse of Communism?

Is Russia still a superpower?

**Topics**

**Political & economic change in Latin America**

- Physical setting [3.1b](#)  
Argentina (Eva Peron, Mothers of the Plaza De Mayo) [2.3a](#)
- Fidel Castro's Cuban Revolution — causes & impact [2.2e](#), [2.3a](#)
- Nicaragua's Sandinistas [2.2e](#), [2.3a](#)
- Guatemala's indigenous peoples [2.2e](#), [2.3a](#)
- Changing role of Roman Catholic Church in Latin America [2.3b](#)
- Latin American immigration to the United States [3.1c](#)
- Return of the Panama Canal [2.2e](#), [2.3a](#)

**Inquiries**

What is the "caudillo" or strongman political model in Latin America and why has it persisted?  
Has the Cuban Revolution succeeded? Why or why not?  
What role has race and class played in shaping modern Latin America?  
Does "gunboat diplomacy" still exist?  
What does the future hold for Latin America?

## Global 4

### Unit Eight: Global Connections and Interactions

#### Topics

##### Social & political patterns & change

- Human & physical geography **3.1c**
- Population pressures & poverty in China, India, Africa, & Latin America
  - one-child policy in China
  - family planning in India
  - Mother Theresa
  - cycles of poverty & disease **4.1a**
- Global migration and urbanization  
Suggested case studies: Turkish, Italian, & Russian immigration to Germany; North African immigration to France; Latin American & Asian immigration to the United States; and Hutu & Tutsi immigration **3.1c**
- Balancing modernization and tradition
  - Japan
  - Middle East
  - Africa
  - Latin America **2.1a, 2.3c, 4.1a**
- Scientific & technological advances
  - Treatment of infectious diseases
  - Improved standard of living **4.1a**
- Urbanization; use & distribution of scarce resources (Africa, India, Latin America) **3.1e**
- Status of women & children
  - Economic issues, e.g., child labor **4.1c**
  - Social issues, e.g., abuse & access to education **2.1d**
  - Political issues, e.g., participation in the political process **5.1a**
- Ethnic/religious tensions: multiple perspectives **2.1c, 2.1e**
  - Northern Ireland
  - Balkans: Serbs, Croats, & Muslims
  - Sikhs & Tamils
  - Indonesian Christians
  - China--Tibet
  - Indonesia—East Timor

#### Inquiries

How has global demography changed in the last few decades?  
Based on current trends, what will the world population map look like in 2050?  
What are the causes and effects of population growth and decline?  
How have China and India attempted to lower birth rates? What obstacles have they faced?  
Can the gap between rich and poor nations be resolved? How? or why not?  
What causes millions of people to become refugees and internally-displaced?  
How will global warming and climate disruption affect North/South migration?  
Why are millions of people suffering from hunger and malnutrition when the world grows enough food to feed them all?

Is the Green Revolution sustainable? Replicable?

How does the status of women contribute to world hunger, high birth rates, infant mortality, poverty and illiteracy?  
How have women struggled for economic, political and social equality? What obstacles do they face?  
What causes genocide and “ethnic cleansing”? What should/can rich and powerful nations do to stop it? Why don’t they always do so?  
If all religions value peace, why does so much hatred and conflict occur in the name of God?

## Global 4 (Contined)

### Unit Eight: Global Connections and Interactions

#### Topics

##### **Economic Issues** 4.1, 4.1f

- North/South dichotomy: issues of development and post-colonialism
  - Africa
  - Latin America
- Korea's economic miracle
- Economic Interdependence
- World hunger

##### **The environment & sustainability**

- Pollution(air, water, toxic waste) in Europe 3.1b
- Deforestation (Amazon Basin) 3.1b, 4.1a
- Desertification (Sahel) 3.1b, 4.1a
- Nuclear safety (Chernobyl) 3.1b, 4.1a
- Endangered species (Africa) 3.1b, 4.1a

##### **Science & technology** 2.2e, 4.1a, 4.1b, 4.1c

- Information age/Computer Revolution/ Internet
- Impact of satellites
- Green Revolution
- Space exploration
- Literacy & education
- Medical breakthroughs (disease control/life expectancy/genetics)
- Epidemics (AIDS)
- Nuclear proliferation

#### Inquiries

What is the “post-colonial” legacy? Who/what is to blame for widespread poverty in many parts of Africa?  
What made the “economic miracles” in South Korea, Taiwan, and Singapore possible?  
What are the potential benefits and dangers of growing economic interdependence?  
Is the world economic system rigged in favor of rich, “developed” countries?

Why haven't people stopped polluting the air, water and land if everyone knows it's bad?  
What are the causes and effects of deforestation? How can it be halted?  
To what extent are the problems of deforestation, desertification, global warming, and the extirpation of entire species of animals and plants international rather than national issues? What role should the UN play? Who will object? Why?

Who should be making decisions about the safety of genetically-modified foods, the development of nuclear power, Internet privacy and safety, proliferation of nuclear weapons, reduction or elimination of existing nuclear, chemical and biological weapons, cloning, DNA modification, the spread of epidemic diseases, carbon emissions, colonization of space, disposal of toxic wastes? Who makes these decisions now?  
What constitutes “terrorism”? Is there a relationship between injustice and terrorism?  
Will your children's world be a better or worse place to live? Why not?

## INFORMATION FLUENCY FRAMEWORK AND CONTINUUM – GRADE 10

### INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

#### INQUIRY PROCESS

##### Connect

- Before starting research, identifies the critical components of the information problem.
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic.

##### Wonder

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).
- Analyzes and evaluates what is already known or what is observed or experienced to form thesis or hypothesis to predict answers to inquiry questions.

##### Investigate

- Considers and prioritizes possible sources of information based on specific information needs and strengths of different information formats.
- **Considers various points-of-view and the merits of resources before choosing the best ones for the information needed.**
- Uses specialized reference materials to find specific and in-depth information.
- Actively seeks different points of view and considers the effect of point of view on the facts and opinions presented.
- Selects information carefully to give an accurate picture of the research topic.
- **Uses text structures to derive relationships among ideas, and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).**
- Evaluates information from a variety of sources for accuracy, appropriateness, and comprehensiveness.
- Revises search and locates additional information as needed.
- Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).

##### Construct

- Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.
- Draws clear and appropriate conclusions supported by evidence and examples.

##### Express

- Uses writing process to develop expression of new understandings.
- Decides presentation form based on effective communication of point of view.
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

##### Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

## **INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”**

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

### **LITERARY/ARTISTIC RESPONSE AND EXPRESSION**

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

### **PERSONAL EXPLORATION**

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.

### **MOTIVATION FOR INDEPENDENT READING**

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and non-print information resources for information and personal needs; actively seeks answers to questions.
- Considers alternative perspectives and evaluates differing points-of-view.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.

## **INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”**

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

### **RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY**

#### **BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION**

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Offers and defends information brought to group and when appropriate, seeks consensus to achieve a stronger product.
- **Uses tools/websites to collaborate, publish and interact with peers, experts and other audiences.**

#### **PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION**

- Respects privacy of others (e-mail, files, passwords, sites).
- Either puts all information in own words or selects short segments to quote.
- **Gives credit for all quotes, citing them properly in notes and bibliography.**
- Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.
- Analyzes the consequences and costs of unethical use of information and communication technology (e.g. hacking, spamming, consumer fraud, virus setting, intrusion) and identifies ways for addressing these risks.
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

**Grade Eleven**

Unit One through Three  
September



January

**Essential Questions**

- What sparks a revolution?
- In what ways does revolution transform society?
- What do a country's laws reveal about its culture?
- How real are heroes?
- How does art influence history? To what extent does art reflect history or shape it?
- Why are precedents turning points?
- Why do people uproot and move?
- During what eras of our country's history was democracy extended or limited?
- How do actions born of necessity transition or develop into lifestyle choice?

**Themes:**

- |                               |                                   |                                    |
|-------------------------------|-----------------------------------|------------------------------------|
| Change                        | Environment                       | Interdependence                    |
| Citizenship                   | Factors of Production             | Physical Systems                   |
| Civic Values                  | Foreign Policy                    | Places and Regions                 |
| Constitutional Principles     | Government                        | Reform Movements                   |
| Culture and Intellectual Life | Human Systems                     | Presidential Decisions and Actions |
| Diversity                     | Immigration and Migration         | Science and Technology             |
| Economic Systems              | Individuals, Groups, Institutions |                                    |

## Unit One: Geography Review and Overview

### Topics

#### The physical/cultural setting in the Americas

- Size and location
- Major zones / areas
  - Climate zones
  - Vegetation zones
  - Agricultural areas
  - Natural resources
- Factors that shaped the identify of the United States
  - Major mountain ranges
  - Major river systems
  - Great Plains
  - Atlantic / Pacific oceans
  - Coastlines
  - Climate
  - Abundance of natural resources
- Barriers to expansion/development
  - Climate
  - Mountain ranges
  - Arid lands
  - Great Plains

#### Role/influence of geography on historical/cultural development

- Influences on early Native American Indians
- Influence on colonization patterns and colonial development
- Territorial expansion
- Impact during wartime
- Effect of location on United States foreign policy

### Inquiries

How does geography affect American society?  
How did climate influence the agriculture of the United States?

## Unit One: Geography Review and Overview (Continued)

### Topics

#### Geographical issues today

- Waste disposal
- Water / air pollution
- Shifting populations
- Energy usage
- Urban problems / challenges

#### Demographics

- Characteristics
  - Gender
  - Age
  - Ethnicity
  - Religion
  - Economic variables
  - Nature of household
  - Marital status
- Immigration
- Migration
- Population relationships / trends since 1865
  - Population growth
  - Distribution
  - Density
- Current Issues
  - Graying of America
  - Effects of the baby boom generation
  - Changing composition of populations

### Inquiries

How do climatic hazards influence American lifestyles?  
How does human migration affect geography?  
How does geography affect human migration?  
What are the major challenges facing urban areas?

How have the demographics of the U.S. changed over time?  
What factors have contributed to these changes?  
How have population trends changed urban, suburban and rural areas?  
What do U.S. statistics reveal about the people who live here?

What challenges are presented by large growth in population and longer life spans?

## Unit Two: Constitutional Foundations For the United States Democratic Republic

### Topics

#### I. The Constitution: The Foundation of American Society

##### Historical Foundations 1.1b, 2.2a, 5.2a

- Enlightenment thought (17<sup>th</sup>-18<sup>th</sup> century)
- Philosophers – Locke, Rousseau, Voltaire, Montesquieu 2.3a
- Key events – Magna Carta, habeas corpus, English Bill of Rights, Glorious Revolution 2.2e
- The peoples & peopling of the American colonies 1.1a, 1.2c
- Native Americans– relationships with colonists, trade, alliances, forced labor, resistance/warfare 1.2c
- Slave trade – Triangle Trade routes 3.1e, 4.1g, 5.1a
- Early immigration – push/pull factors, experiences 3.1c, 4.1c
- Colonial political & economic experiences 1.2c
- Colonial charters & self-government – Mayflower Compact, town meetings & local government, House of Burgesses, property rights, enforceable contracts, Albany Plan of Union 1.3d, 5.2a
- Native American governments ( e.g. Iroquois Confederacy) 5.1c
- Colonial slavery – variations within U.S. & contradiction between slavery & emerging ideals of freedom/liberty 1.1b, 1.2c
- Freedom of Press – Zenger case 1.2b, 5.3a
- Salutary neglect & rights of British citizens in America (taxation without representation) 1.1b, 1.3b
- Revolutionary War & the Declaration of Independence 1.1b, 1.3b
- Causes of the Revolution 1.1b
- Revolutionary ideology – republican principles, natural rights 1.1b
- Revolutionary leaders – Benjamin Franklin, George Washington, John Adams, Samuel Adams, Patrick Henry, Thomas Paine 1.1b, 2.3a

### Inquiries

Was the Constitution a product of consensus or conflict?

How did the shifting lenses of ‘freedom and tyranny’ inform the early history of the United States?

Why are the Founding Fathers considered champions of the Enlightenment?

Why did New Englanders believe that the Devil made his followers sign a book or contract?

Was the French and Indian War more significant to American history than the Revolution?

What demographic forces contributed to the emergence of slavery?

How did changes in architecture and home furnishing reflect the rise of gentility in colonial America?

Did the Great Law of Peace of the Six Nation Iroquois Confederation influence the development of the NY State Constitution?

Why may the Civil Rights Movements be said to begin when the first slaves arrived in America?

Was the Zenger case a landmark in the establishment of constitutional rights in New York?

Why did Thomas Paine describe Valley Forge as one of the times that ‘try men’s souls’?

What audiences did the Declaration of Independence address?

## Unit Two: Constitutional Foundations For the United States Democratic Republic (Continued)

### Topics

- Slavery, African-Americans, & the outcome of the American Revolution – African-Americans’ role & growth of “free black” population 1.3a, 4.1c, 5.1a
- New York State Constitution based on republican ideals 5.2d
- NY State Constitution 5.2d
- State constitutions – ratification by the people, unicameral vs. bicameral legislatures, branches of government 5.2d
- Guaranteeing religious liberty – disestablishment of churches & the growth of religious pluralism 1.1b
- Abolition of slavery in the North 1.1b
- Articles of Confederation 1.1b
- Northwest Ordinance 1.1b

### Constitutional Convention 1.1b, 1.2d

- Representation & process 5.2a
  - Framers of the Constitution 2.3a
  - Plans of government – Virginia Plan, New Jersey Plan, Connecticut Plan 1.2d, 5.2a
- Conflict & compromise 1.2d
  - Protecting from abuses of power - popular sovereignty, limited government 1.2d
  - Power separated & balanced 1.2d
  - The Constitution, slavery, and fear of tyrannical powers of government 1.2d
- The document: structure of gov’t 1.2d
- Ratification
  - The Federalist Papers 1.1a, 1.2d
  - The debate: Federalist vs. Anti-Federalist arguments 1.1a, 1.2d

### Inquiries

How did the conflict over slavery shape the debates of the Constitutional Convention?

How does Hamilton’s own life story explain his vision for America’s future?

## Unit Two: Constitutional Foundations For the United States Democratic Republic (Continued)

### Topics

**The Bill of Rights** 1.1a, 1.2d, 5.2b

**Basic structure & function: 3 branches and their operation** 1.2d

### Basic constitutional principles

- National power – limits & potentials 1.2d
- Federalism – balance between nation & state 1.2d
- Judiciary – interpreter of the Constitution or shaper of public policy 1.2d
- Civil liberties – protecting individual liberties from governmental abuses; balance between government & the individual 1.2d, 5.2b
- Criminal procedures – balance between the rights of the accused & protection of the community & victims 1.2d, 5.2b
- Equality – historic & present meaning as a constitutional value 1.1b, 1.2d, 5.2b
- Rights of women 1.1b, 1.2d, 5.2b
- Rights of ethnic & racial groups 1.1b, 1.2d, 5.2b
- Presidential power in wartime & in foreign affairs 1.2d
- Separation of powers & the capacity to govern 1.2d
- Avenues of representation 1.2d
- Property rights & economic policy 4.1d
- Constitutional change & flexibility 5.2b

### Inquiries

To what extent was the Bill of Rights a compromise between the Federalists and the anti-Federalists?  
What provisions did the framers make to ensure that the Constitution remain a living document?  
How did the Constitution provide for the rights of oppressed groups?

## Unit Two: Constitutional Foundations For the United States Democratic Republic (Continued)

### Topics

#### Implementing the new constitutional principles 5.2b

- Creating domestic stability through sound financial policies: Hamilton's financial plans 4.1d
- Development of unwritten constitutional government under Washington, Adams, & Jefferson – cabinet, political parties, judicial review, executive & Congressional interpretation, lobbying; the Marshall Court (*Marbury v. Madison*, 1803, *McCulloch v. Maryland*, 1819, & *Gibbons v. Ogden*, 1824) 1.1b,1.2d
- Establishing a stable political system 1.1b,1.2d, 5.2a
  - The Federalist & Republican Parties – philosophies of Hamilton & Jefferson
  - Suppressing dissent –Whiskey Rebellion, Alien and Sedition Acts
- Neutrality & national security, Washington through Monroe: foreign affairs, establishing boundaries 1.2e, 2.1b
  - Neutrality : key element of American foreign policy; influence of geography 1.1b,1.2d
  - A new nation in a world at war
  - Economic pressures as a tool of diplomacy 4.1f
  - Failure of Republican diplomacy: War of 1812 – significance of the war for Native American Indians, Spain, & the growth of industry 1.3a, 2.2e
  - Monroe Doctrine 1.2e, 1.2f, 2.1b

#### II. The Constitution Tested: Nationalism and Sectionalism

##### Factors unifying the United States, 1789-1861

- The 1<sup>st</sup> and 2<sup>nd</sup> two-party systems 5.2a
- The market economy and interstate commerce 4.1d
- The Marshall Court 5.2b

### Inquiries

How can the initial success of the Constitution be judged?  
Was the foreign policy of the early republic a success or failure?

Do political parties unite or divide a nation?  
How did Marshall strengthen the Supreme Court?

## Unit Two: Constitutional Foundations For the United States Democratic Republic (Continued)

### Topics

#### Constitutional stress & crisis

- Developing sectional differences & philosophies of government 1.1b,
  - The growth of urban & industrial patterns of life in the North 1.2c, 1.3a
    - o The transportation revolution – Erie Canal, rise of the port of New York, NYC's rise as a trade & manufacturing center
    - o introduction of the factory system
    - o working conditions
    - o women & work
    - o urban problems
  - Middle-class & working-class life in the pre-Civil War North – families, gender roles, schooling, childhood, living conditions, status of free blacks 1.2c, 1.3a
  - Immigration & nativist reactions – Jews, Irish mass starvation - 1845-1850, Germans, 1848 refugees, Know Nothings 1.2c, 1.3a, 2.2e, 2.3b, 5.1a
  - Patterns of southern development – growth of cotton cultivation, movement into the Old Southwest, women on plantations 4.1c, 4.1g
  - Life under slavery – slave laws, material conditions of life, women & children, religious & cultural expression, resistance 1.2c
- Equal rights & justice: expansion of franchise; search for minority rights; expansion of slavery; abolitionist movement; the Underground Railroad; denial of Native American rights & land ownership 1.2c
  - Political democratization – national political nominating convention & secret ballot 1.2d
  - The rise of mass politics – John Quincy Adams, Andrew Jackson, the spoils system, the Bank War, Martin Van Buren 1.2d, 2.3a

### Inquiries

Why did compromise fail to avert a Constitutional Crisis?

How did slavery impact gender roles among the planter class?

## Unit Two: Constitutional Foundations For the United States Democratic Republic (Continued)

### Topics

- Native Americans [1.2c](#), [2.3a](#)
  - o History of Indian relations from 1607
  - o Native American cultural survival strategies – cultural adaptation, cultural revitalization movements, Pan-Indian movements, resistance
  - o The removal policy – *Worcester v. Georgia*, 1832
- The birth of the American reform tradition – religious & secular roots, public schools, care for the physically disabled & the mentally ill, the problems of poverty & crime, antislavery, women’s rights movement [1.1b](#), [5.1a](#), [5.2a](#)
- The great constitutional debates: states’ rights vs. federal supremacy (nullification), efforts to address slavery issue (Missouri Compromise, Compromise of 1850, fugitive slave law, *Dred Scott v. Sanford*, 1857), preservation of the Union [5.2b](#)

### **Territorial expansion through diplomacy, migration, annexation, and war; Manifest Destiny [3.1a](#), [3.1b](#), [3.1e](#)**

- Louisiana Purchase
- exploring & settling the west – explorers, Lewis & Clark expedition, naturalists, trappers/traders, trailblazers, missionaries, pioneers, the Mormon Church
- The Spanish, Mexican, & Native American West
- Motives for & implications of expansion & western settlement
- Manifest Destiny, the Texas & Oregon questions, the Mexican War
- Impact of western expansion upon Mexicans & Native Americans

### Inquiries

Why did Thomas Jefferson describe the Missouri Compromise as a “Fire Bell in the Night”?

Can a country grow harboring conflict of interests?  
What role did ideas of race play in the theory of Manifest Destiny?  
How was the treatment of Native Americans by the US government inconsistent with fundamental American values?

## Unit Two: Constitutional Foundations For the United States Democratic Republic (Continued)

### Topics

#### The Constitution in jeopardy: the American Civil War 1.4a, 1.4b, 1.4c, 5.2a, 5.2b

- United States society divided
  - Party disintegration & realignment & sectional polarization – Kansas-Nebraska Act, disintegration of the Whig Party & rise of the Republican Party, *Dred Scott* decision, John Brown's raid
  - Abraham Lincoln, the secession crisis, & efforts at compromise - Lincoln-Douglas debates, election of 1860, secession, compromise plans, Fort Sumter
- Wartime actions
  - Military strategy, major battles(Antietam, Gettysburg), and human toll
  - Impact of Civil War on home front – civil liberties, women's role
  - Government policy during the war – wartime finances, creating a national currency, transcontinental railroad, Homestead Act
  - Lincoln & Emancipation – Emancipation Proclamation, Gettysburg Address, African-American participation in the war, the 13<sup>th</sup> Amendment

### Inquiries

Why was the Civil War inevitable?  
Why is the ideal of shared responsibility such a volatile concept during wartime?  
How did photography change the way Americans saw war?  
How does war fuel economic growth?

## Unit Three: Industrialization of the United States

### Topics

#### I. The Reconstructed Nation Reconstruction plans

- Lincoln's plan 2.2e, 2.3a
- Congressional Reconstruction 2.2e
- Post-Civil War amendments – 13<sup>th</sup>, 14<sup>th</sup>, & 15<sup>th</sup> 1.1b, 2.2e
- Impeachment of Andrew Johnson 2.2e, 5.2a
- Shifting relationships between the federal government, state governments, & individual citizens 5.2a

#### The North

- Economic & technological impacts of the Civil War 4.1c
- Expanding world markets 4.1f
- Developing labor needs 4.1a, 4.1g

#### The New South

- Agriculture: land & labor – sharecropping & tenant farming 3.1b, 4.1a, 4.1g
- Status of freedmen 5.1a, 5.2a, 5.2b
  - The economic, political, social, & educational experiences of formerly enslaved African-Americans
  - From exclusion to segregation
- The struggle for political control in the New South 5.2a
- Supreme Court interpretations of the 13<sup>th</sup> & 14<sup>th</sup> amendments – *Civil Rights Cases*, 1883 5.2a, 5.2b
- The emerging debate over “proper” role of African-Americans 2.3a, 5.2b

### Inquiries

How was the nation divided again by Reconstruction?  
Was democracy extended by Reconstruction?  
Was Presidential Reconstruction a fair and effective plan to reunite the nation?  
Was the Congressional Plan better than the Presidential?  
To what extent does law promote changes in society?

Was the North's triumph primarily a moral victory?

How did Reconstruction affect the lives of southerners?

## Unit Three: Industrialization of the United States (Continued)

### Topics

#### End of Reconstruction 5.1a, 5.1b, 5.2b

- Disputed election of 1876
- End of military occupation
- Restoration of white control in the South (1870s & 1880s) & abridgment of rights of freed African-Americans
- *Plessy v. Ferguson*, 1896 – “separate but equal”

#### The Impact of the Civil War & Reconstruction 2.2e, 5.1b

- On political alignments
- On the nature of citizenship
- On federal-state relations
- On the development of the North as an industrial power
- On American history

### II. The Rise of American Business, Industry, and Labor, 1865 - 1920 Economic transformation and the “search for order”

- Business response to change – organize & rationalize 4.1a, 4.1b
- Organizational responses 4.1d
  - From proprietorships & partnerships to the rise of monopolies
  - Incorporation
  - Capital concentration - consolidation
  - Expanding national & international markets
  - Merchandising changes, department stores, mail order catalogs

### Inquiries

Should Reconstruction be considered a success or failure?

What evidence is there that the Civil War & Reconstruction has had a powerful impact on the United States to this day?

How did the United States develop into a capitalist machine?

## Unit Three: Industrialization of the United States (Continued)

### Topics

#### Major areas of growth in business & industry 4.1c, 4.1d, 4.1g

- Transportation – railroads & automobiles, urban transportation
- Building materials – steel
- Energy sources – coal, oil, electricity
- Communications – telegraph, telephone

#### Representative entrepreneurs

##### Case studies on concentrated wealth & effort

- John D. Rockefeller – oil, Andrew Carnegie – steel, Henry Ford – automobile (*note: other personalities may be substituted; local examples of enterprise should be used*) 2.3a, 4.1c
- Work ethic – Cotton Mather to Horatio Alger 4.1c
- Conflict between the public good & private gain – e.g., use of resources 5.1a, 4.1c

##### New business & government practices: Popular & government responses

- Laissez-faire & government support; interpretation of 14<sup>th</sup> amendment by Supreme Court 5.2b
- Railroad “pooling”; rate inequalities – *Wabash, St. Louis, and Pacific Railway v. Illinois*, 1886; railroad regulation; state & national ICC 5.2b
- Competition & absorption; mergers & trusts; Sherman Antitrust Act, 1890 – *United States v. E.C. Knight*, 1895 4.1d, 4.1g

### Inquiries

Is the American Dream rooted in business and industry?

What characteristics did these industrial leaders share?

Does the free market self correct efficiently?

## Unit Three: Industrialization of the United States (Continued)

### Topics

#### Labor's response to economic change: Organize

- Efforts at national labor unions – Knights of Labor, 1869; A F of L- 1881-1886; ILGWU, 1900 **1.2c**
  - “Bread & butter” objectives
  - Unions & social issues – e.g. education **5.1a**
  - Attitudes toward immigrants, African-Americans, women **1.2c**
  - Union leadership – e.g. Samuel Gompers, Eugene Debs **2.3a**
- Struggle & conflict a. Major strikes: gains & losses – Homestead, Pullman (*In Re Debs*, 1895), Lawrence **5.1a**
  - Management's position
  - Weapons & tactics employed in disputes between labor & management
  - Attitude & role of government

#### Agrarian response to economic change: Organize and protest **4.1d, 1.2c**

- The Grange movement as agrarian protest
- Populism: a political response – William Jennings Bryan & the election of 1896 –
  - Case study: The Populists as a grassroots political party
- National government response – Interstate Commerce Act, 1887

### Inquiries

- Why did labor organize?  
Why did immigration lead to conflict with labor?  
How did labor unions view minorities and women?
- Did labor strikes set unions back?  
Why did government side with business?  
Are the fundamental interests of workers and business owners invariably at odds?
- Can the law of supply and demand be circumvented?

## Unit Three: Industrialization of the United States (Continued)

### Topics

#### III. Adjusting Society to Industrialism: American People and Places Impact of Industrialization

- Urban growth [1.2c](#), [3.1c](#), [4.1a](#), [4.1c](#)
  - Attractions – e.g. jobs, education, culture, public education system
  - Problems – e.g. slums, increased crime, inadequate water, & sanitation services
  - Skyscrapers & elevators; tenements & walk-ups
  - Social Darwinism, increased class division, conspicuous consumption, social conscience, philanthropy
- Work & workers [1.2c](#), [3.1c](#), [5.1a](#)
  - Factories & people – immigrant patterns of settlement
  - Geographic, economic, social, & political considerations
  - Working conditions – “wage slavery”
  - Living conditions – company towns & urban slums
  - The Great Migration: The migration of African-Americans to the North
- Women, families, & work [1.2c](#), [3.1c](#), [5.1a](#)
  - Traditional roles – Victorian ideal & reality
  - Outside & inside their homes: double drudgery.
  - Emerging family patterns: two wage earners, broken homes
  - Problems of child labor, elderly, disabled, & African-American women
  - Role of religion in a pluralistic society
- The growing middle class – consumerism & its material benefits & effects [4.1d](#), [4.1e](#)
- Art & literature – e.g. Mark Twain & penny dailies [1.3a](#), [5.2a](#)

### Inquiries

Did Industrialization fundamentally change the values of America?

## Unit Three: Industrialization of the United States (Continued)

### Topics

#### Immigration: 1850-1924

- New Sources: eastern/southern Europe & Asia
  - Case studies: Italian immigration, Chinese immigration (1850-1924, West to East migration), Russian/Jewish immigration 2.2e, 2.3b, 3.1c
- The impulses abroad
- The attractions here – labor shortages, liberty & freedoms 5.1a
- Urbanization – ghettos 4.1c
- “Americanization” process 5.2a
- Impacts on family, religion, education, & politics 2.3b, 5.2a
- Contributions to American society 2.3b, 5.2a
  - Diversity of the U.S. population 2.3b, 5.2a

#### Reactions to the “new” immigration

- Cultural pluralism: assimilation, acculturation (“melting pot” vs. cultural pluralism) 2.3b, 5.2a
- Nativist reactions: stereotyping & prejudice – Case study: Irish immigration 5.2b
- Impact on African-Americans & other established minorities 1.3a, 5.1a
- 4. “Yellow Peril,” West Coast restrictions – Chinese Exclusion Act of 1882 1.3a, 5.1a, 5.2b
- Literacy testing 5.2b
- The Red Scare 5.1a, 5.2b
- Quota Acts of 1921 & 1924 5.1a, 5.2b

### Inquiries

Why do people uproot and move?

How do immigration laws demonstrate the reactions to the “new” immigration?  
Why are stereotypes such powerful political tools?

## Unit Three: Industrialization of the United States (Continued)

### Topics

#### The frontier (1850-1890)

- Land west of the Mississippi [3.1b](#), [3.1c](#), [3.1e](#)
  - Rolling plains & the Great American Desert
  - Native American nations; concept of oneness with the environment
  - The settlement of the West – Homestead Act, 1862
- The impact of industrialization [3.1b](#), [3.1c](#), [3.1e](#)
  - Improved transportation facilitated shipping & migration of population
  - Western migration of immigrants
  - Potential for investment: development of key urban centers
- Native American Indians [1.3a](#), [3.1e](#), [5.2b](#)
  - Pressures of advancing white settlement: differing views of land use & ownership
  - Treaties & legal status
  - The Indian wars, 1850-1900
  - Legislating Indian life: reservations – Dawes Act, 1887
  - Indian civil rights laws – legal status of Native American Indians, 1887-1970: citizenship; self-government, 1934; self-determination, 1970

### Inquiries

What role did the frontier play in nurturing democracy?

February

June

### Essential Questions

Is there too much or too little government in our lives?

Is US political history a history of progress?

Is the American economic system fair?

Has geography been more of an advantage or drawback in American history?

What is the role of personal leadership in historical change?

Would the Founding Fathers approve of America today? How and Why?

What is an American?

How has American culture and intellectual life influenced US History?

Does America deserve to be known as “the land of liberty”?

Are some wars more just than others? How and Why?

Which American leader was “the greatest?” Why?

What would the story of America look like if it wasn't told by “the victors?”

How has political power shifted over the course of American history?

How has ongoing history scholarship changed our view of America?

How do concepts of justice and freedom differ across time and place in American history?

What assumptions do different groups in America make about power, authority, government and citizenship?

How well does the American economic system fulfill the needs and wants of different groups in society?

Has US military intervention been more a success or failure? Why?

Can personal liberty and national security in wartime co-exist? Why?

Can prejudice be ended by Federal, state and local legislation?

February



June

**Themes:**

Change  
Citizenship  
Civic Values  
Constitutional Principles  
Culture and Intellectual Life  
Diversity  
Economic Systems

Environment  
Factors of Production  
Foreign Policy  
Government  
Human Systems  
Immigration and Migration  
Individuals, Groups, Institutions

Interdependence  
Physical Systems  
Places and Regions  
Reform Movements  
Presidential Decisions and Actions  
Science and Technology

## Unit Four: The Progressive Movement: Responses to the Challenges Brought About By Industrialization and Urbanization

### Topics

#### I. Reform in America

##### Pressures for reform

- Progressives supported the use of government power for different reform purposes [5.1a](#)
- Developing technologies & their social, ethical, & moral impacts [5.1a](#), [4.1c](#)
- Struggle for fair standards of business operation & working conditions – *Lochner v. New York*, 1905; *Muller v. Oregon*, 1908 [2.2e](#), [4.1d](#)
- Increasing economic inequalities
- Rising power & influence of middle class [2.3a](#), [4.1g](#)

##### Progress: Social & economic reform and consumer protection

- The “Muckrakers” & reform [2.2e](#), [2.3a](#), [4.1a](#), [5.1a](#)
  - Magazine writers – e.g. Lincoln Steffens, Ida B. Tarbell
  - Novelists – e.g. Frank Norris, Upton Sinclair
  - Legislation – e.g. Pure Food & Drug Act, 1906; Meat Inspection Act, 1906
- Other areas of concern
  - Social settlement movement & the problems of poverty – Jacob Riis, Jane Addams [4.1a](#), [5.1a](#)
  - Women’s rights & efforts for peace [2.3a](#), [4.1a](#), [5.1a](#)
    - o The suffrage movement – Elizabeth Cady Stanton, Susan B. Anthony; Seneca Falls Convention
    - o Beginnings of fight for birth control – Margaret Sanger
    - o Peace movement
  - The black movement & reform – e.g., Booker T. Washington & W.E.B. DuBois [2.3a](#), [5.1a](#), [5.2a](#), [5.2b](#)
    - o Formation of NAACP, 1912
    - o Ida Wells – anti-lynching
    - o Marcus Garvey – Pan-African movement
  - Temperance/prohibition [5.2a](#)
  - Formation of Anti-Defamation League [5.2a](#), [5.2b](#)

### Inquiries

What political, social, and economic problems led to the demand for reform?  
What methods did the Progressive use to achieve their reforms?  
Does the Federal government have too much or too little power?  
What are some of the most important turning points in American history?  
What are the rights and responsibilities of citizenship?

How did the muckrakers influence the Progressive Era?  
Is the American consumer adequately protected by government regulation?  
How did Lillian Wald’s settlement house work in NY compare to Jane Addams’ work in Chicago?

How have the roles of religion and schooling changed over time in American society?  
Was the Progressive movement more his-story or her-story? - Muller vs. Oregon, 1908

## Unit Four: The Progressive Movement: Responses to the Challenges Brought About By Industrialization and Urbanization (Continued)

| Topics  | Inquiries   |
|---|---|
| <p><b>Progressivism &amp; government action</b></p> <ul style="list-style-type: none"> <li>• Emerging Progressive movement - influence of urban middle class <a href="#">2.3a</a>, <a href="#">4.1c</a>, <a href="#">5.1a</a> <ul style="list-style-type: none"> <li>- Municipal &amp; state reform                             <ul style="list-style-type: none"> <li>o response to urban problems</li> <li>o sudden growth &amp; needed service</li> </ul> </li> <li>- Progressive state reform – e.g., Wisconsin - Robert LaFollette; New York - Theodore Roosevelt</li> </ul> </li> <li>• Theodore Roosevelt &amp; the Square Deal <a href="#">2.3a</a>, <a href="#">4.1c</a>, <a href="#">5.1a</a> <ul style="list-style-type: none"> <li>- The stewardship theory of the Presidency – modern presidency</li> <li>- Legislation strengthening railroad regulation and consumer protection</li> <li>- “Trust-busting” court cases – <i>Northern Securities Co. v. United States</i>; rule of reason: Standard Oil</li> <li>- Conservation <a href="#">2.3a</a>, <a href="#">3.1b</a></li> <li>- Theodore Roosevelt’s concern for nature, land, &amp; resources</li> <li>- Federal legislation &amp; projects – effects on states’ limits</li> <li>- Roles of Gifford Pinchot &amp; John Muir</li> <li>- Woodrow Wilson &amp; the New Freedom</li> <li>- Progressivism at its zenith; the 1912 election – Taft, Roosevelt, &amp; Wilson <a href="#">2.2e</a></li> <li>- The Underwood Tariff &amp; the graduated income tax <a href="#">4.1b</a>, <a href="#">4.1d</a></li> <li>- Clayton Antitrust Act &amp; the Federal Trade commission <a href="#">4.1b</a>, <a href="#">4.1d</a></li> <li>- The Federal Reserve System – monetary controls <a href="#">4.1b</a>, <a href="#">4.1d</a></li> <li>- Women’s suffrage amendment (19<sup>th</sup>) <a href="#">5.1a</a>, <a href="#">5.2a</a></li> <li>- World War I – effect on domestic reform <a href="#">1.2e</a>, <a href="#">2.1b</a>, <a href="#">2.2a</a>, <a href="#">2.2e</a></li> </ul> </li> </ul> | <p>Was the Progressive movement opposed to personal liberties? – temperance, Comstock Laws, Buck vs. Bell, eugenics, miscegenation laws, birth control, sterilizations, Madison Grant, 18<sup>th</sup> Amendment</p> <p>How did American society react to injustice, violence and discrimination?</p> <p>Did government policies promote or restrict racial, religious, gender and class inequalities?</p> <p>How did Social Darwinism and Taylorism support Progressive Era policies?</p> <p>Were the Triangle Shirtwaist Fire and the <i>SS General Slocum</i> catastrophes turning points in the fight for consumer and worker safety? Why or Why not?</p> <p>What legacies of the Progressive Era are still with us today?</p> <p>Does TR deserve to be on Mt. Rushmore?</p> <p>Is the “business of America business?” (Clayton Anti-Trust Act, 1911)</p> |

## Unit Four: The Progressive Movement: Responses to the Challenges Brought About By Industrialization and Urbanization (Continued)

### II. The Rise of American Power

#### An emerging global involvement

- From old diplomacy to new, 1865-1900 1.2e, 2.1b
- Role of increased American power
  - o Communications technology
  - o American attitudes toward international role
  - o Growth of naval power
- Commodore Perry & the opening of Japan, 1854
- Other Pacific overtures 1.2e, 3.1d, 3.1e
- U.S. & China – the Chinese perspective, Boxer Rebellion
- The Open-Door Policy
- Acquisition of Hawaii
- Naval bases – Samoa
- Imperialism: Spanish-American War 1.2e, 2.1b, 2.2e, 3.1d
- Causes of the war
- U.S. empire – Puerto Rico; Cuban protectorate – the Platt Amendment
  - o Acquisition of the Philippines – the “Great Debate”
  - o Disposition of territories
  - o Constitutional issues
- Latin American affairs 1.2e, 2.1b, 2.2e, 3.1d
- Monroe Doctrine update/Roosevelt corollary – the view from Latin America
- West Indies protectorates & the “Big Stick”
- Panama Canal – acquisition & construction; Canal retrocession treaty
- Taft & Dollar Diplomacy

Who were the leaders of the conservation movement? Who was opposed? Why? What were the long-term outcomes? -- Adirondack Reserve

Were Progressive Era presidents afraid to challenge Jim Crow? Why?

How did the Supreme Court both help and hinder Progressive reforms?

How did the Progressive Era affect public schooling in America?

Was the Progressive Era progressive for all? Why or Why Not?

How does the Progressive era of reform compare with other Reform Movements

In American History?

How well has American foreign policy followed Washington’s Farewell advice?

What were the economic, political and social causes of American imperialism?

How did Social Darwinism and racism support American intervention and rule abroad?

How did the press shape public opinion for war? How does the press shape public opinion today (Iraq, Afghanistan)?

What were the arguments of Twain and the anti-imperialists?

How did American imperialism affect the history of the Caribbean and Latin America?

How did the American worldview change during the Progressive Era?

## Unit Four: The Progressive Movement: Responses to the Challenges Brought About By Industrialization and Urbanization (Continued)

### Topics

#### Restraint & involvement, 1914-1920

- U.S. involvement 1.2e, 2.1b, 2.2e, 3.1d
- Efforts at neutrality & “preparedness”
- Causes of U.S. entry into World War I
- U.S. role in the war
- U.S. reaction to Russian Revolution

#### Wartime constitutional issues

- War opposition & patriotism – the draft issue 5.1a, 5.2b, 5.3a
- Espionage & Sedition Acts
- *Schenck v. United States*, 1919 – “clear & present danger” doctrine
- Red Scare, 1918-1919

#### The search for peace & arms control, 1914-1930 1.2e, 1.2f, 2.2a, 2.2e, 2.3b, 3.1e, 4.1f

- The peace movement – Women’s International League for Peace & Freedom
- War aims – Wilson’s 14 Points
- Treaty of Versailles – Wilson’s role
- League of Nations – Henry Cabot Lodge & the U.S. Senate rejection
- Washington Naval Disarmament Conference, 1921-1922
- Reparations & war debts – U.S. as world banker
- Kellogg-Briand Pact, 1928
- Establishment of World Court

### Inquiries

Was US military intervention a success or failure? Why?  
How did commercial and naval expansion shape America’s foreign policy?  
What is a “banana republic”? Who benefits?

Why was it difficult for the US to remain neutral from 1914-1917?  
What role did propaganda play in involving the US in WWI?  
Did US forces play a decisive role in defeating the Central Powers? Why or why not?  
How did the Russian Revolution affect US policy at home and abroad?  
How did restrictions on civil liberties during WWI compare to what happened during the Civil War?  
What were the tensions between personal liberty and national security during World War I?  
What were the arguments of the Post WWI Peace movement? Why didn’t they succeed?  
How did the Treaty of Versailles compare to Wilson’s 14 points?  
Why didn’t the Senate ratify the League of Nations treaty? Would it pass today?  
How did WWI benefit American industry and agriculture?

## Unit Five: At Home and Abroad: Prosperity and Depression (1917 – 1940)

### Topics

#### I. War and Prosperity: 1917 - 1929

##### Impact of World War I

- War's effect on gender roles, African-Americans, & other minority groups **1.2c**
- Case study: Movement of African-Americans **1.2c, 5.1a**
- Return to “normalcy,” 1918-1921 **2.2e**

##### The 1920s: Business boom or false prosperity?

- Post-WWI recession **4.1c, 4.1f**
- Avarice & scandal – Teapot Dome **2.2e, 2.3a**
- Coolidge prosperity – not for everyone **4.1b, 4.1c, 4.1d**
- Problems on the farm **3.1b, 4.1b, 4.1c, 4.1d**
  - Expansion, mortgages, & advancing technology
  - Farmers & minorities fail to share in economic benefit
- . speculative boom – the “big bull market”

##### Mass consumption & the clash of cultural values

- Mass consumption **4.1b, 4.1d, 4.1g**
  - The automobile – new industries, products, & services
  - Installment buying – consumer durable goods (appliances)
  - Real estate boom & suburban development; economic & geographic implications: decline of trolleys & trains, improvement of roads
  - Entertainment – radio, motion pictures, advertising, & cultural homogenization
- Constitutional & legal issues **1.2d, 5.2b**
  - Threats to civil liberties – Red Scare, Ku Klux Klan, & Sacco & Vanzetti
  - Prohibition (18<sup>th</sup> amendment) & the Volstead Act –
    - stimulus to crime, public attitudes, & repeal (21<sup>st</sup> amendment)
  - Science, education, & religion – the Scopes Trial, 1925

### Inquiries

What important social changes took place in America during and after WWI?  
What role did prosperity and Republican policies play in government scandals of the time?

How did the South-to-North migration affect American society?  
How did economic policies lead to the Stock Market Crash in 1929?  
How did scientific and industrial advances affect American farmers?  
What role did the new American middle class play in politics, culture and the economy?

What factors led to a “bull” market in the 1920s?  
What were the advantages and disadvantages of urbanization? How did new systems of communication, travel and consumer culture change American life?  
How did the government respond to peaceful dissent during the Red Scare?

## Unit Five: At Home and Abroad: Prosperity and Depression (1917 – 1940) (Continued)

### Topics

- Restrictions on immigration – closing the “golden door”
- Shifting cultural values 1.1a, 1.1b, 2.3a, 2.3c, 5.2a
  - Revolution in morals & manners – fads, flappers, & Freud
  - Women’s changing roles
    - o Effect of WW1
    - o Involvement in the political process – the 19<sup>th</sup> amendment
    - o Health & working conditions
    - o Women in the workforce
    - o Emerging role – emphasis on wife rather than mother
  - The literary scene
    - o Sinclair Lewis, Ernest Hemingway, Edith Wharton, Willa Cather, F. Scott Fitzgerald
    - o The Harlem Renaissance – Duke Ellington, Langston Hughes, Bessie Smith

### II. The Great Depression

#### Onset of the Great Depression

- Weakness in the economy 4.1a, 4.1b, 4.1c, 4.1f, 4.1g
  - Overproduction/ underconsumption
  - Overexpansion of credit
- 2. The stock market crash 2.2e, 4.1a, 4.1b, 4.1c, 4.1f, 4.1g
  - Worldwide nature – growing interdependence 4.1f
  - Interdependent banking systems 4.1f
  - International trade 4.1f
  - Political repercussions 4.2c
- 3. The Hoover experience 1.2c, 2.3a, 5.1a
  - Rugged individualism – “trickle down” economics
  - Reconstruction Finance Corporation
- 4. Unemployment, the Bonus army, Hoovervilles - impact on women and minorities 1.2c, 2.3a, 4.1a, 4.1b, 4.1c, 4.1f, 4.1g

### Inquiries

What were government policies/response to the growth and activities of the KKK?  
What were the arguments (real or perceived) to restrict immigration?  
Why didn’t American women quickly win an equal role in government, business and at home after the passage of the 19<sup>th</sup> Amendment?  
How did the roles of women change after WWI?  
How did American culture and intellectual life reflect and shape the Roaring 20s?  
What was the legacy of the Harlem Renaissance? What restrictions and discrimination did blacks face after the Great Migration?

What basic weaknesses in the economy led to the Great Depression?  
How did Hoover’s response to the Great Depression compare with FDR’s?  
How did the stock market crash and the Depression affect the worldview of ordinary Americans?  
Why didn’t Hoover’s recovery policies work?  
Would government today react differently to Hoovervilles and Bonus Army encampments? Why?  
Which groups suffered the most from the Crash and the Great Depression? Why?

## Unit Five: At Home and Abroad: Prosperity and Depression (1917 – 1940) (Continued)

### Topics

#### Franklin D. Roosevelt and the New Deal: Relief, recovery, and reform programs

- Relief of human suffering 4.1c, 4.1d, 5.1a
  - Bank “holiday”; Emergency Banking Act
  - Federal Emergency Relief Act
  - Unemployment: WPA, PWA, CCC; troubling equity issues
- Recovery of the United States economy 4.1a, 4.1b, 4.1c, 5.1a
  - NRA – “codes of fair competition”
  - Mortgage Relief – HOLC, FHA
  - First & second AAA, scarcity & parity
- Search for effective reform (program examples) 4.1c, 4.2c
  - Banking – Glass-Steagall Act (FDIC)
  - Stock market – SEC
  - Social Security
  - Labor – Wagner Act (NLRB); Labor Standards Act
- Labor’s response – formation of CIO 2.2e, 2.3a, 4.1g
- Controversial aspects of the New Deal 4.1c, 5.2b, 5.3a, 5.3b
  - Constitutional issues 5.2b
    - o Supreme Court & the NRA – *Schechter Poultry Corp. v. United States*, 1935
    - o Supreme Court & the AAA
    - o TVA – model yardstick or creeping socialism? 5.2a, 5.3b
  - 1936 election “mandate”
  - Roosevelt’s “Court packing” proposal: failure & success
  - 1940: third term controversy (the unwritten constitution) 1.1b, 5.1b, 5.2b
  - Passage of the 22<sup>nd</sup> amendment, 1951 1.1b, 5.1b

### Inquiries

What were the long-term effects of the CCC, WPA, PWA and TVA?  
How did the New Deal affect ordinary people in New York City and State?  
Was the NRA a success? Why or Why not?  
Did New Deal regulation of banking go too far or not far enough? Why or Why not?  
Has Social Security Insurance achieved its goals?  
Who opposed the New Deal? Why?

## Unit Five: At Home and Abroad: Prosperity and Depression (1917 – 1940) (Continued)

### Topics

- The human factor **2.3a**
  - FDR as communicator & his efforts to restore public confidence; press conferences, “fireside chats,” & effective use of the radio
  - Eleanor Roosevelt as the president’s eyes & ears
  - the Dust Bowl & the Okies **1.2c, 4.1b, 4.1g**
  - The New Deal & women – e. g. Frances Perkins, U.S. secretary of Labor, 1933-1945
  - The New Deal & minorities (shift in African-American vote) – discriminatory results
    - Indian Reorganization Act, 1934
- Culture of the Depression **1.1a, 1.1b, 2.3a**
  - Literature – e.g. Langston Hughes & John Steinbeck
  - Music – jazz, swing (big bands)
  - Art – WPA, fine arts, Hollywood, comic books
- Opposition to the New Deal – Al Smith, Norman Thomas, Huey Long, Father Coughlin, Dr. Francis Townsend **2.3a, 4.1c**

### Inquiries

How did organized labor change their tactics during the Depression – i.e. sit-down strike?

Why did support for socialist and communist parties increase during the Great Depression?

How did the Supreme Court both help and hinder New Deal policies?

Should FDR have been allowed to serve four terms? Why? Why not?

Was FDR a “great” president? Why or Why not?

How did FDR promote the New Deal?

How did Eleanor Roosevelt, Frances Perkins, Mary McLeod Bethune and others expand the political role of women during the New Deal years?

How were women and families affected by the New Deal?

Did the New Deal include all Americans?

What was the “Black Cabinet” and what role did it play in Washington?

How did the Dust Bowl and Depression affect American agriculture?

How did the Bureau of Indian Affairs’ treatment of Native-Americans change over time?

What were the themes of WPA artists, film-makers, and writers? How did they reflect the New Deal era?

Could another Great Depression occur today? Why or Why not?

## Unit Six: The United States In An Age Of Global Crisis: Responsibility And Cooperation

### Topics

#### I. Peace in Peril: 1933 - 1950

##### Isolation & neutrality 1.2f, 2.3b

- Causes of disillusion & pacifism 1.2f, 2.3b
- Neutrality Acts of 1935-37 1.2f, 2.3b
- Spanish Civil War: testing war technology & ideology 1.2f, 2.2e, 2.3b
- FDR's "quarantine" speech, 1937 1.2f, 2.2e, 2.3a

##### Failure of peace; triumph of aggression 2.2e

- Aggressions of Japan, Germany, Italy : 1932-1940
- Appeasement: The Munich Conference (1938)
- German attack on Poland; start of World War II in Europe
- Gradual United States involvement 1.2b, 1.2e, 1.3d
  - Neutrality Act of 1939 ("cash and carry")
  - Lend-Lease Act and 50 overage destroyers deal
  - The moral dimension: The Atlantic Charter (August 1941)

##### The United States in World War II 1.3b

- Pearl Harbor 1.3d, 1.2c, 1.2b
- The human dimensions of the war
  - The "arsenal of democracy" (feats of productivity)
  - Role of women: WACs; Rosie the Riveter; return of the retired
  - Mobilization: the draft; minority issues
  - Financing the war: war bond drives; Hollywood goes to war
  - Rationing 4.1c
  - Experiences of men and women in military service
- Allied strategy and leadership 1.2e
  - Assistance to Soviet Union
  - Europe first
  - A two-front war 3.2d

### Inquiries

Why didn't pacifism and isolationism prevail in America?  
What contributed to US entry in WWII (besides Pearl Harbor)?  
Why wasn't the League of Nations able to keep peace?

How did American foreign policy change between the end of WWI and Pearl Harbor?  
What was US foreign policy towards Japan before Pearl Harbor?  
What was the US involvement in WWII before Pearl Harbor? How would you characterize these actions? What could they have done differently?

What caused the Japanese to attack America on Dec. 7, 1941?  
How did America react to the attack on Pearl Harbor?  
How did the Home front contribute to America's war effort?  
How did the war affect the role of women?  
Was WWII America's first "total war?" How and Why?  
Who deserves the most credit for defeating Nazi Germany? Why?

## Unit Six: The United States In An Age Of Global Crisis: Responsibility And Cooperation (Continued)

### Topics

- The atomic bomb **1.3c**
  - The Manhattan Project (role of refugees) Truman's decision to use the atomic bomb against Japan: Hiroshima and Nagasaki
  - 
  - United States occupation of Japan; the "MacArthur constitution"
  - Japanese war crime trials
- The war's impact on minorities **1.2b, 1.2c, 1.2e**
  - Incarceration of West Coast Japanese-Americans; Executive Order 9066; *Korematsu v. United States* (1944)
  - Extent of racially integrated units in the military
  - The Nazi Holocaust: United States and world reactions **2.2e**
  - The Nuremberg war crimes trials; later trials of other Nazi criminals, e.g., Eichmann, Barbie
- Demobilization
  - Inflation and strikes **4.1b, 4.1d, 1.2c, 5.2b**
  - The G.I. Bill; impact on education and housing
  - Truman's Fair Deal
  - Partisan problems with Congress
  - Minorities continued to find it difficult to obtain fair practices in housing, employment, education
  - Upset election of 1948; Truman versus Dewey
  - Truman and civil rights

### Inquiries

Was the dropping of the atomic bombs on Japan necessary?  
How did European refugees contribute to the Allied victory (Einstein, Bohr, Fermi, etc.)?  
Why did Americans consider WWII a "just war?"  
Was America's reaction to the Nazi Holocaust adequate? Why?  
How did the war affect African-American communities?  
What was the rationale for wartime internment of Americans? Could another wartime internment occur today? Why or Why not?  
How did the courts (Nuremberg war trials) punish those accused of "crimes against humanity?" Were the outcomes of the trials fair?  
What are some post-WWII examples of "war crimes?" Have the criminals been brought to justice? How or Why not?  
What happened to Rosie the Riveter after the war? Why?  
How did the GI Bill change American Society?

## Unit Six: The United States In An Age Of Global Crisis: Responsibility And Cooperation (Continued)

### Topics

#### II. Peace with Problems: 1945 - 1960

##### International peace efforts

- Formation of the United Nations 1.2f, 2.2e, 2.3b
- Universal Declaration of Human Rights 5.2b
  - Eleanor Roosevelt's role
  - Senate Response
- Displaced persons – refugee efforts 1.2f, 2.3b, 5.1a

##### Expansion & containment: Europe

- Summitry: Yalta & Potsdam, establishing “spheres of influence” 1.2e, 1.2f, 3.1e
- The Iron Curtain: Winston Churchill 1.2e, 1.2f, 2.3a
- Postwar uses for the United States power 1.2e, 1.2f, 3.1e
  - The Truman Doctrine: Greece & Turkey
  - The Marshall Plan
    - o Aid for Europe 1.2e, 1.2f, 3.1e, 5.1a
    - o The Common Market 1.2e, 1.2f, 3.1e, 4.1f
    - o (3) European Parliament 1.2e, 1.2f, 3.1e
  - Berlin airlift
  - Formation of NATO alliance 1.2e, 1.2f, 3.1e

### Inquiries

How did Republicans try to undo the New Deal after WWII? Why?  
Did the war for democracy and the Four Freedoms abroad challenge Jim Crow at home? How?

What led to the creation of the United Nations?  
How did the UN compare with the League of Nations?  
How did post-WWII America compare with economic, political and social conditions in America after WWI?  
How did the decisions made at the Tehran, Yalta and Potsdam summits contribute to post-war conflict in Europe and around the world?  
What factors led to the Cold War? Was it inevitable?  
Why was the USSR suspicious of America and its Allies? Should they have been? Why or Why not?  
How did the Soviet Bloc respond to NATO and the Berlin air lift?

## Unit Six: The United States In An Age Of Global Crisis: Responsibility And Cooperation (Continued)

### Topics

#### Containment in Asia, Africa, & Latin America

- The United States & Japan 1.2e, 1.2f
  - Separate peace treaty, 1951
  - Reconstruction of Japan
- The United States & China 1.2e, 1.2f
  - Rise to power of Mao Zedong & the People's Republic of China 2.1b, 2.2e, 2.3a
  - Chiang Kai-shek to Taiwan, 1949
- U.S.S.R. tests atomic bomb, 1949 1.2e, 1.2f, 2.2e
- The "hot" war in Asia: Korean War 1.2e, 1.2f, 2.2e, 3.1e
  - The Yalu River – China enters the war
  - United Nations efforts: MacArthur, Truman, & "limited war"
  - Stalemate & truce, 1953
- Point Four program – economic aid for Africa, Asia, & Latin America 1.2e, 1.2f, 5.1a

#### The Cold War at home

- Truman & government loyalty checks
  - Case Studies: The Smith Act & the House Un-American Activities Committee (*Watkins v. United States*, 1957); the Alger Hiss case, 1950; the Rosenberg trial, 1950 1.2b, 5.2b
- Loyalty & dissent – the case of Robert Oppenheimer 1.2b, 5.2b
- McCarthyism 1.2b, 5.2b
- Politics of the Cold War 1.2e, 1.2f, 2.2e, 2.3a, 5.2b
  - Loss of China
  - Stalemate in Korea
  - Truman's failing popularity

### Inquiries

Did America transform Japanese society? How and Why?  
Was America's China Policy successful?

How did the H-bomb and threat of nuclear annihilation affect American society?  
Should President Truman have fired MacArthur? Why or Why Not?  
Was the Cold War cold in Asia, Africa and Latin America?  
How did McCarthyism compare to the Red Scare after WWI?  
Did America overreact to the Communist threat at home? Was there a real threat?  
Did the US foreign policy of containment work?  
Did the threat of mutually-assured destruction keep the world safe?

**Topics**

**I. Toward a Postindustrial World: Living in a Global Age  
Changes within the United States**

- Energy sources (e.g. nuclear power) 2.2e, 4.1b, 4.1c
- Materials (plastics, light metals) 2.2e, 4.1b, 4.1c
- Technology (computers) 2.2e, 4.1b, 4.1c
- Corporate structures (multinational corporations) 4.1b, 4.1d, 4.1e, 4.1f, 4.1g
- Nature of employment (agriculture to industry to service) 4.1a, 4.1b, 4.1d, 4.1e, 4.1g
- Problems (waste disposal, air/water pollution, growing energy usage, depleting resources – e.g., domestic oil supply) 3.1b, 3.1e, 4.1d, 4.1e, 4.1f, 4.1g

**II. Containment and Consensus: 1945 -1960**

**Review postwar events**

- Emerging power relationships: East/West; North/South; (haves/have nots; developed/developing nations) 1.2e, 1.2f, 2.3b, 3.1a, 3.1d, 3.1e, 4.1f, 5.1a

**Eisenhower foreign policies**

- The end of the Korean War 1.2f
- John Foster Dulles, the domino theory & massive retaliation; brinkmanship posture 1.2e, 1.2f, 2.3a, 2.3b
- The H-bomb; atoms for peace 1.2e, 1.2f, 2.2e
- Summits & U-2s 1.2e, 1.2f, 2.2e
- Establishment of SEATO 1.2e, 1.2f, 2.3a, 2.3b
- Controversy – Aswan Dam & Suez Canal 1.2e, 1.2f, 2.3a, 2.3b, 3.1a, 3.1b, 3.1d, 3.1e
- Polish & Hungarian Uprisings 2.2e, 2.3b
- Eisenhower Doctrine – intervention in Lebanon 1.2e, 1.2f, 2.3a, 2.3b, 3.1a, 3.1b, 3.1d, 3.1e
- Sputnik – initiating the space race 1.2e, 1.2f, 2.3a, 2.3b, 3.1a, 3.1b, 3.1d, 3.1e

**Inquiries**

How did science and technology transform post-war American society?  
Did the growth of multinational corporations make the world of work better or worse for most Americans?  
How did science and technology affect America's natural resources?

How did WWII transform the political geography of the world?  
Did the US foreign policy of containment work?  
Did the threat of mutually-assured destruction keep the world safe?

Was the Soviet threat to America genuine? Why or Why not?  
Was the "domino theory" correct?  
Was Eisenhower's foreign policy effective?  
How did the launch of Sputnik affect US education policies?

**Topics****Domestic politics and constitutional issues**

- The Eisenhower peace 1.1a
  - Returning the United States to a peacetime economy 4.1, b 4.1g
  - Interstate Highway Act (1956) 3.2d
  - Suburbanization 1.2c
  - The Warren Court 5.2a, 5.2b
- Civil rights
  - Jackie Robinson breaks the color barrier 1.2c, 1.2d
  - *Brown v. Board of Education of Topeka*, 1954 5.2a, 5.2b
  - Beginnings of modern civil rights movement 1.2c, 1.2d, 5.2a, 5.2b
    - Rosa Parks and the Montgomery bus boycott
    - Little Rock: school desegregation
    - Segregation in public transportation ruled unconstitutional
    - Sit-ins; nonviolent tactic
    - Civil Rights Act of 1957

**The people**

- Prosperity and conservatism 4.1a, 4.1b, 4.1g
  - Postwar consumption: homes, autos, and television
  - New educational opportunities: G.I. Bill
  - The baby boom and its effects
- Migration and immigration 3.1e, 3.2d, 3.2e
  - Suburbanization: Levittowns
  - Cities: declining
  - New immigration patterns: Caribbean focus

**Inquiries**

How was US domestic policy in the 1950s similar to and different from the New Deal policies under Roosevelt and Truman?

What led to the development of US suburbs, “the crabgrass frontier?”

Does the Warren Court deserve to be called America’s “most influential”? Why or Why not?

Why didn’t Jim Crow end the day after *the Brown v. Board of Education* decision?

What role did Presidents Truman and Eisenhower play in the struggle for civil rights?

What tactics did civil rights protestors use? How effective were they?

**Topics**

**III. Decade of Change: 1960s**

**The Kennedy years**

- The New Frontier: dreams & promises
  - Civil rights actions 1.1a, 1.1b, 1.2c, 2.2e, 2.3a, 5.1a, 5.2b
    - o James Meredith at the University of Mississippi
    - o Public career of Dr. Martin Luther King, Jr., Birmingham protest - “Letter from Birmingham Jail”
    - o Assassination of Medgar Evers
    - o March on Washington
- Foreign policy & Cold War crises 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 5.1a, 5.1c
  - Bay of Pigs invasion
  - Vienna Summit/Berlin Wall
  - Cuban missile crisis
  - Laos & Vietnam
  - Latin America & the Alliance for Progress
  - Peace Corps
  - Launching the race to the moon
  - Nuclear Test Ban Treaty, 1963 & 1967; Hot Line established
- Movement for rights of disabled citizens 1.1b, 5.1a, 5.2a, 5.2b
  - Background
    - o Historic attitude that disabled were defective
    - o Emergence of humanitarian view; development of large institutions
    - o Development of the concept of normalization; programs of education & training
  - Kennedy administration, 1961-1963 – beginning awareness, changing attitudes
    - o President’s Council on Mental Retardation
    - o Special Olympics

**Inquiries**

How did the values and attitudes (consumerism, home ownership, etc.) of post-WWII America compare with those after WWI?  
 How were American schools affected by demographic trends in the 1950s and 60s?  
 What was “the American Dream” during this period?

Did New Frontier programs improve the lives of Americans? How and Why?  
 How did the Civil Rights movement change tactics in the 1960s?  
 Has America lived up to the vision of Dr. Martin Luther King, Jr.?  
 How did Federal policies both help and hinder the Civil Rights movement at this time?  
 Why did the Bay of Pigs invasion fail?  
 Has US policy toward Cuba been successful? Why or why not?  
 Should America have become involved in SE Asia?

**Topics**

- Litigation & legislation, 1960- present [5.1a](#), [5.2a](#), [5.2b](#)
  - Education of the Handicapped Act, 1966
  - Education for All Handicapped Children Act, 1971
  - Rehabilitation Act of 1973, Section 504
  - Americans with Disabilities Act, 1990
- From dependence to independence [5.1a](#), [5.2a](#), [5.2b](#), [5.3a](#)
  - Activism by disabled veterans
  - Deinstitutionalization
  - Mainstreaming
- Assassination in Dallas of President John F. Kennedy [2.2e](#), [2.3a](#)

**Lyndon B. Johnson & the Great Society**

- Expanding on the Kennedy social programs [1.1b](#), [1.2d](#), [2.3a](#), [4.1a](#), [4.1b](#), [4.1c](#), [5.1a](#), [5.2a](#), [5.3b](#)
  - War on poverty – VISTA
  - Medicare
  - Federal aid to education
  - Environmental issues & concerns
- The Moon landing – the challenge of space exploration [2.2e](#)
- Continued demands for equality – Civil rights movement [1.1b](#), [1.2c](#), [1.2d](#), [2.2e](#), [2.3a](#), [5.1a](#), [5.2a](#), [5.3b](#)
  - Black protest, pride, & power
    - NAACP (National Association for the Advancement of Colored People): legal judicial leadership, Urban League

**Inquiries**

Were Presidents Kennedy, Johnson and Nixon justified in withholding information from the American public about US activities in Vietnam and SE Asia (the public's right to know v. national security, Pentagon Papers)?  
 How did attitudes and policies towards disabled Americans begin to change during this period? Why?  
 How did state and Federal regulations regarding the handicapped and disabled transform everyday life at school, in the workplace and in public spaces?

Why did it take so long for America to begin to accommodate the needs of handicapped and disabled citizens?  
 What role have disabled veterans played in the struggle for the rights of disabled Americans?  
 Why are the conclusions of the Warren Commission Report still controversial?  
 Did the Great society fulfill the vision of the New Frontier?

Unit Seven: World In Uncertain Times: 1950 – Present (Continued)

February

June

- Case studies 1.2c, 1.2d, 2.3a, 5.2b
    - o SNCC (Student Nonviolent Coordinating Committee) – sit-in
    - o SCLC (Southern Christian Leadership Conference) – promote nonviolent resistance, sit-ins, boycotts
    - o CORE (Congress of Racial Equality) – “Freedom Riders”
    - o Testing of segregation laws
    - o Others – Black Muslims; prominence of Malcolm X - advocating separation of races, separate state in the United States
    - o Civil unrest – e.g. Watts riots, 1965; Kerner Commission
    - o Assassination of Malcolm X, February, 1965
  - Legislative impact 1.2c, 1.2d, 2.3a, 5.2b
    - o Civil Rights Act of 1964 – *Heart of Atlanta Motel Inc. v. United States*, 1964, modifications since 1964
    - o 24<sup>th</sup> Amendment - eliminating poll tax
    - o Voting Rights Act, 1965
    - o Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel & accommodations; voting rights; educational equity
    - o Fair Housing Act, 1968
  - Demands for equality: women 1.2c, 1.2d, 5.2b
    - The modern women’s movement
      - o Kennedy Commission and the Civil Rights Act, 1963-1964
      - o NOW (1966) to present
    - Issues
      - o Shifting roles and images
      - o Equal Rights Amendment (failure to ratify)
      - o Roe v. Wade, 1973
      - o Equality in the workplace: compensation, the glass ceiling
      - o Increased focus on domestic abuse
- What is Medicare and how has it changed American health care?  
What is Title I and how has it transformed American education?  
Did America “win” the “space race? Was it worth it?  
Was LBJ a great civil rights president?  
How did the civil rights movement change its response to injustice during this period?  
Why were many African Americans impatient with established civil rights organizations and leaders?  
Why did non-violent protests eventually work?  
How did the tactics of the SCLC or NAACP differ from those of the Black Panthers?  
Was the FBI’s COINTELPRO program justified? Why or Why not?  
What were the causes and effects of urban riots in the 1960s?  
Did the Supreme Court lead or follow in the struggle for civil rights?  
How have Federal policies and Supreme Court decisions about voting transformed state and local government since the 1960s?

## Unit Seven: World In Uncertain Times: 1950 – Present (Continued)

February

June

- Rising consciousness of Hispanic-Americans 1.2c, 1.2d, 5.2b
  - “Brown power” movement
  - Organizing farm labor (Cesar Chavez)
  - Cuban and Haitian immigration
  - Increasing presence in American politics
- Demands for equality: American Indian Movement (AIM) and other protests 1.2c, 1.2d, 5.2b
  - Occupation of Alcatraz
  - The “long march”
  - Wounded knee, 1973
- Rights of the accused 5.2a, 5.2b
  - Mapp v. Ohio, 1961
  - Gideon v. Wainwright, 1963
  - Miranda v. Arizona, 1966
- Legislative reapportionment: *Baker v. Carr*, 1962

### IV. The Limits of Power: Turmoil at Home and Abroad, 1965 - 1972

#### Vietnam: sacrifice and turmoil 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 5.1a, 5.1c

- The French-Indochinese War: early United States involvement: Truman, Eisenhower, and Kennedy policies (review how foreign policy is formulated)
- United States and the spread of communism; domino theory; credibility of other United States commitments
- Civil war in south Vietnam; concept of guerilla warfare
- LBJ and the Americanization of the war
  - Fear of “losing” Vietnam
  - Escalation and United States assumptions; Tet Offensive
- Student protests at home
  - Draft protesters
  - Political radicals: protests, Students for a Democratic Society (SDS), antiwar
  - Cultural radicals: hippies and communalists

How do Federal, state and local legislation affect de jure and de facto discrimination? To what extent has the Civil Rights movement achieved its goals? How was the women’s movement in the 1960s and 70s similar to and different from the suffragette struggle during the Progressive Era? Why is *Roe v. Wade* still such a controversial decision? Should the US have passed an Equal Rights Amendment? What obstacles do contemporary American women face in education, business and at home? Does the “glass ceiling” still exist? What made many Hispanic-Americans less visible than others in the national consciousness? How did organizations like United Farm Workers, La Raza and the Young Lords struggle against discrimination? What were the goals and tactics of American Indian Movement during this period? Have American attitudes and policies toward Native Americans changed? Why or Why not? Why did it take so long for America to recognize the legal rights established by the Warren court?

**Topics**

- 1968: A year of turmoil
  - Presidents Johnson’s decision not to seek reelection
  - Assassinations of Dr. Martin Luther King, Jr. (April 1968) and Robert Kennedy (June 1968)
  - The Democratic Convention; war protesters disrupt proceedings
  - Impact of the Vietnam War on society

**V. The Trend Toward Conservatism, 1972 - 1985**

**Richard Nixon’s Presidency, 1969-1974**

- Domestic policies & events
  - Modifications to Great Society programs – e.g. OSHA, Federal Energy Office, DEA, Clean Air Act, food stamps, revenue sharing 1.1b, 1.2c, 1.3a, 2.2e, 2.3a, 3.1b, 4.1a, 4.1b, 4.1c, 4.1d, 4.1g, 5.1a, 5.3b
  - The moon landing 1.1b, 3.1b
  - Environmental Protection Agency, 1970 1.1b, 3.1b
  - Self-determination for American-Indians, 1970 1.1b, 1.2c, 5.1a, 5.2b, 5.3b
  - Ratification of the 16<sup>th</sup> Amendment, 1971 4.1a, 4.1b, 4.1d
  - Title IX – Equal education access, 1972 2.2e, 5.1a, 5.2b
- Nixon’s internationalism
  - Henry Kissinger & realpolitik
    - o Withdrawal from Vietnam & Cambodia; peace talks & signing of Paris Peace Accords – Pentagon Papers, *New York Times v. United States*, 1971 1.2e, 2.1b, 2.2e, 2.3a, 2.3b, 3.1a
    - o Nixon Doctrine 1.2e, 1.2f, 2.2e, 2.3a
    - o Opening to China 1.2e, 1.2f, 2.1b, 2.2e, 2.3b
    - o Détente – SALT & grain 1.2e, 1.2f, 2.1b, 2.2a, 2.2e, 2.3b, 2.3c, 3.1a, 4.1f, 5.1c

**Inquiries**

- Should the US have intervened to help the French in Indochina?
- What was “The ugly American”? Did Americans deserve the name?
- Why did the US and South Vietnam ignore the call for popular elections per the Geneva Peace Conference?
- Was there an “incident” in the Gulf of Tonkin?
- Why was the War in Vietnam seen as an “unjust” war by many Americans?
- What were the actions and values of the American counterculture in the 1960s?
- How did American government react to anti-war protests?
- What was “the generation gap?” How did it affect US culture and society?
- How did the assassinations of Robert F Kennedy and Martin Luther King, Jr. affect politics and society?
- What effect did police brutality at the Chicago Convention and the phrase, “the whole world is watching” have on the American public?

- How did President Nixon’s domestic policies depart from Lyndon B Johnson’s Great Society?
- Was there a “silent majority?” How did Nixon court their support?
- How did Nixon’s policies to civil rights and anti-war protesters differ from LBJ’s?
- What were the foreign policy successes and failure of the Nixon Presidency?

Unit Seven: World In Uncertain Times: 1950 – Present (Continued)

February

June

**Topics**

- The Presidency in crisis
  - Resignation of Spiro T. Agnew 2.2e, 2.3a
  - Watergate affair & its constitutional implications 2.2e, 2.3a
  - *United States v. Nixon*, 1974 2.2e, 2.3a, 5.2b
  - The impeachment process & resignation 2.2e, 2.3a, 5.2b
- **The Ford & Carter Presidencies**
- The appointive presidency – Ford & Rockefeller (the constitutional aspects) 2.2e, 2.3a, 5.2b
- Domestic policy issues
  - Pardon for Nixon & amnesty for draft evaders 2.2e, 5.2b
  - Oil crisis – shifting energy priorities 3.1b, 3.1d, 4.1a, 4.1c, 4.1f
  - Environmental concerns 3.1b, 3.1d, 4.1a, 4.1c
    - o Three Mile Island
    - o Acid rain
    - o Toxic waste
- Foreign policy issues – the United States after Vietnam 1.1b, 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1b, 3.1d, 3.1e, 5.2a
  - Fall of South Vietnam, 1975
  - Oil crisis – Middle East in turmoil
  - Middle East mediation – Camp David Accords
  - The Afghanistan invasion: Olympics & grain – diplomatic weapons
  - Iranian hostage crisis: 1979-1981

**Inquiries**

- What is “executive privilege” and how did Nixon use it?  
Was Nixon’s trip to China a turning point in modern world history? Why or why not?  
Did Henry Kissinger deserve the Nobel Peace Prize?  
What were the lessons of Watergate?  
How did Watergate affect subsequent presidencies?  
How has/will history judge Nixon?  
Should Ford have pardoned Nixon?
- What caused the “oil crisis” and how did it affect American society?  
Why were energy conservation polices that were adopted during the Carter administration abandoned in the 1980s?  
What were the lessons of *Silent Spring*, DDT, Three Mile Island, Love Canal and acid rain?  
How did the Fall of Saigon affect the American worldview at home and perceptions of America abroad?  
To what extent Is the current war in Afghanistan connected to US polices in the 1980s?

**Topics**

**Ronald Reagan & George H. W. Bush – The “new” federalism & growth of conservatism**

- Supply-side economics 4.1a, 4.1b, 4.1c, 4.1d, 4.1e
- Tax policy & deficits 4.1a, 4.1b, 4.1c, 4.1d, 4.1e
- Environmental & civil rights policies 3.1b, 5.1a, 5.2b
- Effects on minorities 5.1a, 5.2b
- The Supreme Court & the schools 5.1a, 5.2b
  - *Engel v. Vitale*, 1962
  - *Tinker v. Des Moines School District*, 1969
  - *New Jersey v. TLO*, 1985

*Vernonia School District v. Acton*, 1995

**New approaches to old problems**

- Feast & famine – the farmer’s dilemma 3.1b, 3.1c, 4.1a, 4.1b, 4.1c, 4.1g, 5.1a
- The problems of poverty in an affluent society – “the underclass” 4.1a, 4.1b, 4.1c, 4.1g, 5.1a
- The “new” immigrants - Immigration Reform & Control Act of 1986 1.2c,
- Changing demographic patterns – growing numbers of elderly .2c, 1.3a, 5.1a, 5.2a, 5.3b

**Renewed United States power image** 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 5.1a, 5.1c

- Central America and the Caribbean: debt and stability; Sandinistas, Contras, El Salvadorians
- Middle East: war and hostages

**Trade imbalance and divesting**

- Japan: trade imbalance
- United States and South Africa

**Inquiries**

What were the economic assumptions of the Reagan Revolution? Are they still viable today?  
 Who benefited the most from the Reagan Revolution? How and Why?  
 How does the Bill of Rights apply to schools and students? Were these decisions fair? Why or Why not?

How did science and technology affect agriculture during this period?  
 Has the growth/consolidation of corporate agriculture affected America?  
 How does immigration affect American society today? What is the debate about?



**Topics**

**United States – Soviet relations** 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 5.1a, 5.1c

- Gorbachev and Soviet relations
- “Star Wars” and arms limitation efforts
- Cuts in defense spending and the fall of the Soviet Union

**VI. Approaching the Next Century 1986 - 1999**

**The Bush Presidency**

- Case study: The election of 1988 1.1a, 1.2b, 1.2d, 3.1d
  - Effects of demographics
  - Rise of a third party (H. Ross Perot)
  - Increasing influence of political action committees
- Domestic issues 4.1a, 1.2c,, 5.1a
  - Environmental concerns
  - Immigration issues
  - Savings and loan scandal
  - Social concerns (Cruzan v. Director, Missouri Department of Health, 1990 and Planned Parenthood of Southeastern Pennsylvania, et.al. v. Casey, 1992)
- Foreign policy issues 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 5.1a, 5.1c
  - Dissolution of the Soviet Union
  - Fall of the Berlin Wall and German reunification (1990)
  - Crisis in Bosnia
  - Persian Gulf crisis

**Inquiries**

Was Reagan’s foreign policy effective? For whom?  
 Should Reagan have been held accountable for his policies in Nicaragua?  
 Why didn’t the US actively support the struggle against apartheid in South Africa?  
 Did President Reagan “win the Cold War”? Why or Why not?  
 If Eisenhower were alive today would he say America has or has not heeded his warning against the power of the “military-industrial complex”?

Why don’t more Americans vote? Who benefits from non-voting?  
 How did third-parties affect the Presidential elections of 1988 and 1992?  
 What role do “special interest” groups play in the US political system?  
 Why is it often difficult for elected leaders to campaign for stronger environmental protection policies?  
 What are the complex issues that arise from American made vs. foreign made products?



**Topics**

**The Clinton Presidency**

- Domestic issues 1.1a, 1.2b, 1.3c,, 4.1a, 4.1g,, 5.3a
  - Social concerns
    - o Health care
    - o Education
    - o Welfare reform
    - o Stability of the Social Security system
  - Economic concerns
    - o Role of technologies
    - o Impact of the baby boom generation
    - o Balanced budget amendment (debate)
    - o Market trends: The bull market of the 1990s
  - Political concerns
    - o Senate Whitewater investigations
    - o Gun control
    - o Campaign finance reform (debate)
  - Impeachment and acquittal
- Foreign policy issues 1.2e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 4.1f, 5.1a, 5.1c
  - United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat)
  - United States in the global economy
    - o NAFTA
    - o GATT
    - o Economic aid to Russia
    - o United States trade with China, Japan, and Latin America
  - Intervention in Somalia, Haiti, Bosnia, and Yugoslavia
  - United States—Russian relations; 1990 to the present
  - United States—European relations: European Union (EU), NATO

**Inquiries**

- Why are birth control and abortion such controversial issues?
- How has the collapse of the Soviet bloc affected US foreign policy?
- What role did humanitarian concern and politics play in American intervention in Bosnia, Somalia, and Kuwait?
- How did the mid-term election of 1994 affect the working relationship between the President and Congress?
- What were the causes of the “bull market” in the 1990s?
- Why have unions declined in membership?
  
- What were Clinton’s welfare “reforms” and what effects have they had?
- Did President Clinton deserve to be impeached?
- What are US foreign policies toward Israel and Palestine? Are they fair?
- Has NAFTA been good for US workers?
- How did Clinton’s foreign policy differ from the policies of Reagan/Bush?
- Should the US get involved in more or fewer disputes around the world? Why or Why not?
- How has the European Union affected American economic and political power?



**Topics**

**VII. America Post 2000** e, 1.2f, 2.1b, 2.2e, 2.3b, 3.1a, 3.1d, 3.1e, 4.1f, 5.1a, 5.1c

- The 2000 Election – Bush vs. Gore
  - Bush presidency
  - Desert Storm
  - 9/11
  - Iraqi Freedom
  - Guantanamo Bay
  
- The 2004 Election – Bush/Kerry
  - Bush Domestic policy
  - No Child Left Behind
  - Hurricane Katrina
  - An Inconvenient Truth
  
- The 2008 Election - Barack Obama
  - Wall Street Collapse
  - Government bailout
  - Mortgage Crisis
  - Economic recession
  - BP Oil Catastrophe

**Inquiries**

What were the arguments pro and con in *Gore v. Harris* and *Bush v. Gore*?  
 To what extent were the decisions fair? What were the lessons of the 2000 presidential election?  
 What were the causes and effects of the 9/11/2001 terror attack on America?  
 Should the US and its Allies have launched Operation Desert Storm? Was it successful? Why or Why not?  
 What led to the invasion of Afghanistan and the 2<sup>nd</sup> Iraq War? What were the consequences? How do the two conflicts compare to earlier US military operations in Panama, Vietnam, and/or Korea?  
 What were President Bush's domestic policies? How did they compare to previous Federal policies? Were they successful? Why or Why not?  
 What was the government response to the devastation left in the wake of Hurricane Katrina? What were the effects of the disaster?  
 What were the major issues in the 2008 presidential campaign? How did President Obama win?  
 What caused the Wall Street collapse and mortgage crisis? How did the Obama Administration respond?. What are the lessons?  
 How is the American economy connected to the global economy? How did the Global recession affect America? NY City?  
 What are the major environmental problems facing America today? What are the potential solutions? Who will oppose or support each possible solution? Why? What is the proper role of government? What did the BP Gulf oil spill teach us?

## INFORMATION FLUENCY FRAMEWORK AND CONTINUUM – GRADE 11

### INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

#### INQUIRY PROCESS

##### Connect

- Verifies the accuracy of what is known about the problem or question.

##### Wonder

- Plans inquiry to test hypothesis systematically or to validate thesis.

##### Investigate

- Uses a variety of information search strategies.
- Uses both primary and secondary sources.
- Recognizes the difference between primary and secondary visuals.
- Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.
- Evaluates historical information for validity of interpretation, and scientific information for accuracy and reliability of data.
- Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).
- Categorizes information, adds new categories as necessary.

##### Construct

- Analyzes different points of view discovered in different sources.
- Develops own point of view and supports with evidence.

##### Express

- Uses writing process to develop expression of new understandings.
- Utilizes different organization structures as appropriate for point of view and conclusions (cause and effect, hierarchy, chronology, compare/contrast).
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

##### Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

**INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”**

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

**LITERARY/ARTISTIC RESPONSE AND EXPRESSION**

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

**PERSONAL EXPLORATION**

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.
- Uses online catalog strategies to locate information about personal interest topics in own and other libraries.
- Applies technology productivity tools to meet personal needs.

**MOTIVATION FOR INDEPENDENT READING**

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and non-print information resources for information and personal needs; actively seeks answers to questions.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.

**INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”**

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

**RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY**

- Uses multiple resources as a general rule to seek balanced perspective.

**BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION**

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION**

- Respects privacy of others (e-mail, files, passwords, sites).
- **Understands concept and role Freedom of Information plays in democracy.**
- **Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.**
- Demonstrates awareness and understanding of fair use guidelines for educational purposes.
- **Makes copies of print, software or tapes only when permission from author/publisher is located.**
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

Grade Twelve

Unit I through VII  
One semester study

Essential Questions

- What is economics?
- Are all decisions economic decisions?
- What are the goals of a free enterprise system?
- Does consumerism drive the American economy?
- Will poverty ever be eliminated?
- Can everyone be rich?
- Should “demand” be manufactured?
- What is the American Dream?
- Is the U. S. free enterprise system a good system?
- To what extent is the government responsible for the financial well-being of its citizens?
- Should there be a universal currency?
- How has the definition and attitudes toward capitalism changed over the years and why?

Themes:

- |                               |                              |                        |
|-------------------------------|------------------------------|------------------------|
| Belief Systems                | Factors of Production        | Nationalism            |
| Change                        | Human and Physical Geography | Nation State           |
| Citizenship                   | Human Rights                 | Needs and Wants        |
| Conflict                      | Imperialism                  | Political Systems      |
| Culture and Intellectual Life | Interdependence              | Power                  |
| Decision Making               | Justice                      | Scarcity               |
| Diversity                     | Movement of People and Goods | Science and Technology |
| Economic Systems              |                              | Urbanization           |
| Environment and Society       |                              |                        |

## Unit I. Living in a Global Economy

### Topics

#### Economics and finance in our lives

1. People have personal financial goals 4.1b, 4.1g
2. Impact of national economic goals on individuals 4.1a, 4.1b, 4.1c, 4.1g

**Individuals have multiple roles in the global economy: consumer, saver, investor, producer, earner, borrower, lender, taxpayer, and recipient of government services 4.1g**

**The conflict between unlimited wants but limited resources forces both individuals and societies to make economic decisions 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.2c**

- What to produce?
- How to produce?
- Who will receive what is produced?

**Productive resources help determine our wealth and our nation's wealth 4.1a, 4.1c**

- Land
- Labor
- Capital
- Management

### Inquiries

How do the goals of the national economy impact the individual?

Can demand be manufactured? How and why?

Can consumers have "unlimited wants"?

How does scarcity force consumers to make daily economic choices?

How do nations contend with the basic economic problem of scarcity?

How do individuals exercise opportunity cost on a daily basis?

How does society allocate the resources of production?

What is the Law of Supply?

What is the Law of Demand?

## Unit II: The United States Economic System

### Topics

**Characteristics, pillars, and goals of the United States economy (a mixed capitalist economy)— profit motive, private property, competition, price system** 4.1b, 4.1c, 4.1d, 4.2a

- Circular flow of the economy 4.1b
- Price system (i.e., all factors that work together to determine price) and the theory of supply and demand 4.1b
- Competition in a market economy 4.1b, 4.1d

**Challenges for the United States and other market-based systems** 4.1a, 4.1b, 4.1c, 4.1f, 4.2c, 4.2d

- Unemployment 1.2c, 4.1d
- Income and wealth gaps 1.2c
- Other challenges: environmental pollution, economic instability, and discrimination
- Lack of Government Regulation 1.2c, 3.1b, 4.1b, 4.1d, 4.2c, 5.2b

### Inquiries

Why is the United States considered a mixed economy and not a “free market” economy?

What can happen if one sector of the economy fails?

What is the circular flow of the economy?

How does competition affect decisions in a market economy?

What different types of economies exist?

What social services are in place to help those who become unemployed?

What are the arguments for or against increasing the minimum wage?

## Unit III. The Enterprise System and the United States Economy

### Topics

#### Features of the free enterprise system 4.1a, 4.1b, 4.1c, 4.1d, 4.1e

- Freedom of enterprise
- Private property
- Profit motive
- Consumer sovereignty
- Competition
- Rule of law
- Antitrust legislation
- Investment through research, innovation, and technology

#### Types of business organizations 4.1b, 4.1d, 4.1g

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

#### Role of the entrepreneur 4.1b, 4.1d, 4.1g

- Examples of entrepreneurs today
- Impact of entrepreneurs on the economy
- Impact of entrepreneurs on community development

#### Starting and operating a business 4.1b, 4.1d, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d

- Recognizing opportunities
- Setting goals
- Developing a business plan
- Product development, purchasing and inventory management, record keeping, and distribution
- Production and delivery of goods and services
- Marketing
- Financing
- Assessing progress

### Inquiries

What are the characteristics of the U.S. free enterprise system?  
How do the laws of supply and demand influence economic markets and decision making?  
How does a market in disequilibrium always returns to a state of equilibrium?  
What role do prices play in a free market?  
How do firms fix or manipulate costs to maximize profits?

What are the advantages and disadvantages of sole proprietorships, partnerships and corporations?

What are the characteristics of an entrepreneur?

How do corporations obtain funds?

### Unit III. The Enterprise System and the United States Economy (Continued)

#### Topics

##### **The interactions between large and small businesses** 4.1b, 4.1g

- Antitrust cases
- Implications for consumers
- Implications for business

##### **Effects of globalization on business** 4.1a, 4.1b, 4.1c, 4.1f

- Multinational corporations
- Small businesses and their connections to world trade

##### **Moral, ethical, and legal issues** 4.1c, 4.1d

- Business ethic
- Regulations for doing business
- “Corporate citizenship”

##### **Marketing**

- Targeting buyers
- Being an educated consumer

#### Inquiries

Why do governments regulate non-competitive markets?

## Unit IV: Labor and Business in the United States

### Topics

#### Roles and responsibilities of workers 4.1b, 4.1g

- Evolving roles of workers in business (e.g., providing input to management, working in teams)
- Matching worker qualifications and skills with business needs

#### Composition of the workforce 4.1b, 4.1g

- Changing roles of women, teenagers, the elderly, and minorities
- Population and demographic trends
- Experience, location, and skill needs
- Affirmative action issues
- Changing skill mix and skill requirements
- Costs and benefits of hiring immigrants

#### Compensation and rewards 4.1b, 4.1g

- Factors leading to job satisfaction versus factors resulting in dissatisfaction
- Salary versus wages versus ownership
- Fringe benefits
- Employer-of-choice issues (e.g., benefits, working conditions, incentives, flex time, corporate values)

#### Labor-management relations 4.1b, 4.1g

- History of labor-management relations
- Labor unions and their changing roles over time; collective bargaining
- Labor laws
- Programs promoting improved labor-management relations
- Unemployment issues, including structural unemployment
- International labor issues—child labor, worker exploitation, and sweatshops
- Open borders, migrant workers, and competition from new immigrants

### Inquiries

What factors have led to the growth of the service industry in the U.S. economy?  
How much education/training is needed to succeed in today's changing economy?  
What are the common criticisms of retail giants (e.g., Wal-Mart, Sams Club, Costco, etc.)?

What is the effect of a minimum wage on an economy?  
How have historic trends influenced the labor force?  
What has led to the decline of labor unions in the US?

What is the role of legal and illegal immigrant labor?

## Unit V: Money, Finance, and Personal Finance

### Topics

#### Money 4.1b, 4.1g

- Definition of money
- Characteristics and functions of *money*
- Money and the future: a cashless society?

#### Introduction to finance and personal finance 4.1b, 4.1g

- Definition of *finance*
- Personal financial goals and strategies
- The role of finance in business and government

#### Instruments, institutions, financial markets, and investors 4.1b, 4.1d, 4.1g

- Instruments 4.1b, 4.1d, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d
  - Equity (stocks)
  - Debt (public and private)
- Markets 4.1b, 4.1d, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d
  - Roles markets play in directing funds
  - from savers to investors
  - Effects markets have on individuals and the economy
  - Types of markets: equity, debt, stock, bond, and commodity (e.g., New York Stock Exchange, NASDAQ, bond, commodities, currencies)
  - Effects of current events on domestic and global markets
  - Risk
- Banks: their role in the financial system and importance to consumers 4.1b, 4.1d, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d
  - Kinds of banks and other deposit taking institutions; savings accounts, checking accounts, and loans
    - o Commercial and savings—serving consumers and businesses; issues related to minorities and minority owned businesses
    - o 2) Investment banks—raising capital
  - Banks and businesses
  - Banks and the consumer

### Inquiries

What kinds of financial instruments are available to investors?  
How do you decide which companies are worthy of investment?  
How do investors build their portfolios?

How are corporation ownership and control typically structured?

How do the different types of banks compare?

## Unit V: Money, Finance, and Personal Finance (Continued)

### Topics

- Banks as financial intermediaries
- Insurance
  - Purpose of insurance
  - Kinds of insurance
  - Shopping for insurance
- Regulating the financial services industry
  - Securities and Exchange Commission
  - Federal Reserve
  - Office of the Comptroller of the Currency
  - State Banking and Insurance Commissions
  - F.D.I.C.

### Interest and the cost of money 4.1a, 4.1b, 4.1c, 4.1d, 4.1g

- Interest rates—the cost of the temporary use of somebody else’s money
- Measuring interest rates—APRs
- Short- and long-term rates—the “yield curve”
- Effects of raising and lowering rates
- Compounding and the rule of 72
- Interest rate spread

### Credit 4.1a, 4.1b, 4.1c, 4.1d, 4.1g

- Forms of credit (loans, credit cards, commercial paper, Treasury notes, bills and bonds)
- Benefits and costs of credit
- Credit and the consumer—personal credit reports and ratings, abuses of credit, abuses of creditors (e.g., predatory lending)
- Short-term versus long-term credit
- Problems with credit and unsecured credit

### Inquiries

What is the role of the Federal Reserve Bank?  
Are banks sufficiently regulated?

What are the various forms of consumer credit?  
Why is credit card use risky?  
How does one establish and maintain good credit?

## Unit V: Money, Finance, and Personal Finance (Continued)

### Topics

#### **Managing your money** 4.1a, 4.1b, 4.1c, 4.1d, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d

- Strategies to achieve long-term goals
- Budgeting
- Personal savings and investing
  - Personal considerations (e.g., risk tolerance, values, age, family situation)
  - Return on investment
  - Managing risk through diversification
  - Liquidity
- Influence of advertising
- Tax sheltering

#### **Careers in financial services industry** 4.1g

### Inquiries

What is the relationship between risk, liquidity, and return?

**Unit VI: Making Fiscal and Monetary Policy**

**Unit VII: Impact of Globalization on the Economies of Other Nations**

**Topics**

**Making Fiscal and Monetary Policy**

**Macroeconomics and challenges facing policy makers**

- The business cycle: causes and effects of fluctuations in the business cycle 4.1a, 4.1b, 4.1c, 4.1d, 4.1g
- Unemployment 4.1g
  - Causes: structural, seasonal, and cyclical unemployment
  - Effects of unemployment
- Inflation 4.1b
  - Causes
  - Effects on economy, financial system, and specific economic groups
  - Measuring inflation (CPI)
  - Combating inflation

**Economic growth**

- Determinants of growth 4.1b, 4.1c, 4.1d, 4.1g
- Measures of growth (GDP) 4.1b
- Limits of growth (the speed limits of growth) 4.1b, 4.1c, 4.1d, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d
- Effects of globalization on the United States GDP 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f
- Importance of productivity and the role of technology 4.1b, 4.1c, 4.1d
- Factors that explain why some countries grow faster than others 4.1e, 4.1f

**Fiscal policy**

- The role of the President and Congress 4.1a, 4.1b, 4.1c
- Setting spending priorities (e.g., national defense, social services, rebuilding the nation's infrastructure, and education) 4.1a, 4.1b, 4.1c, 4.1d
- The federal budget process 4.1a, 4.1b, 4.1c, 4.1d
- Tax policy 4.1a, 4.1b, 4.1c, 4.1d

**Inquiries**

Can recessions be avoided?  
What is the function of unemployment benefits?  
How does inflation affect savings, spending, and government policy?  
What causes inflation?  
How do the GNP and GDP differ?

How does the government use fiscal policy to shape the economy?  
How is the federal budget organized?  
What happens when a government is in debt?

**Unit VI: Making Fiscal and Monetary Policy**

**Unit VII: Impact of Globalization on the Economies of Other Nations**

**Topics**

- Purposes of taxes: to generate revenue and/or manage the economy and promote social goals
- Tax fairness: progressive, regressive, and proportional
- Kinds of taxes: federal, state, local, including the real property tax
- Understanding the income tax 4.1a, 4.1b, 4.1c, 4.1d
- Understanding the social security tax 4.1a, 4.1b, 4.1c, 4.1d
- Understanding the real property tax 4.1a, 4.1b, 4.1c, 4.1d
  - Government services provided
  - Taxing jurisdictions
  - Tax levy, tax rate, and tax bills (e.g., school, city, county, town)
  - Assessments: collection of data and computation
  - Taxpayer challenges

**Monetary policy and the Federal Reserve** 4.1a, 4.1b, 4.1c, 4.1d, 4.2a, 4.2b, 4.2c, 4.2d

- Definition of *monetary policy*
- Goals of monetary policy
- Conditions leading to the creation of the Federal Reserve
- Federal Reserve's structure, functions, and goals (maintaining price stability and sustainable growth)
- The role of the Fed in making and implementing monetary policy
- Effects of changing interest rates
- Fighting inflation and recession

**Impact of Globalization on the Economies of Other Nations**

**Definition of *globalization*** 4.1b, 4.1e, 4.1f

- Historical development of the global economy
- The impacts of trade flows, capital movements, direct foreign investment, tourism, and foreign trade
- Positive and negative effects of globalization on developing and industrialized nations

**Inquiries**

Are taxes fair?

What role does the Federal Reserve Board play in the American economic system? How does the government regulate the money supply and why is this done?

**Unit VI: Making Fiscal and Monetary Policy**

**Unit VII: Impact of Globalization on the Economies of Other Nations**

**Topics**

**Trade—effects of globalization on the enterprise system 4.1b, 4.1e, 4.1f**

- Why do nations trade?
- Importance of trade
- Measuring trade
- Trade policy issues
- Global (WTO) and regional trading blocs (EMU, NAFTA, ASEAN, and MERCOSUR Common Market of the South)

**Foreign exchange 4.1b, 4.1e, 4.1f**

- What are exchange rates?
- Reasons for exchange rate fluctuations
- Effects of exchange rate fluctuations

**Foreign investment 4.1b, 4.1e, 4.1f, 4.1g**

- Portfolio capital flows
- Direct foreign investment

**Global economic and financial issues and crises 4.1b, 4.1e, 4.1f**

- Debt of developing nations
- Environmental issues and concerns
- World financial crises (e.g., Asia 1997, Russia 1998, Global 2008-?)
- Economic implications of national and international crises (e.g., World Trade Center, 2001)

**Inquiries**

How has international trade made the United States interdependent with the rest of the world?  
How does American consumerism affect the global economy?  
What is the labor relationship of developed and developing countries?

How do nations trade with one another?  
How do developed countries influence global trade?

How are exchange rates computed?

Grade Twelve

Unit A through F  
One semester study

**Essential Questions**

- What are the purposes of government?
- What would society be like without government?
- Does government have too much or too little power in our lives?
- Is the American political system fair?
- How does the power of media influence politics?
- Are large, for-profit media organizations fair and reliable?
- Can government be improved? How or why?
- Why should Americans participate in government?
- How do Americans make themselves heard?
- How receptive are government entities to interaction with its citizens?
- Is the Second Amendment obsolete?
- How pervasive are local, state and federal governments in our lives?
- Do checks and balances protect public interest?
- Is our present government structure working? What are citizens' responsibilities to government?
- Do schools "in loco parentis" have too much or too little power over students?
- Do citizens have an "obligation to disobey" unjust laws?

**Themes:**

- |                               |                              |                        |
|-------------------------------|------------------------------|------------------------|
| Belief Systems                | Factors of Production        | Nationalism            |
| Change                        | Human and Physical Geography | Nation State           |
| Citizenship                   | Human Rights                 | Needs and Wants        |
| Conflict                      | Imperialism                  | Political Systems      |
| Culture and Intellectual Life | Interdependence              | Power                  |
| Decision Making               | Justice                      | Scarcity               |
| Diversity                     | Movement of People and Goods | Science and Technology |
| Economic System               | Environment & Society        | Urbanization           |

**Unit A: Philosophical Foundations and Comparative Perspectives**

**Unit B: Citizenship in Comparative Perspectives**

**Topics**

Politics and government

government vs. politics 5.1c

law vs. politics 5.1c

authoritarian vs. democratic government 5.1c, 5.1d

Responsibilities of government

protecting public safety 5.1a

providing order 5.1a

regulating economy 5.1a

advancing public welfare 5.1a

Major principles of political systems 5.1b, 5.1c

republicanism

rule of law

limited government

checks and balances

**Inquiries**

What are the characteristics of democratic government?

How do politics and law differ from government?

What are the principles of a republican government?

How well do checks and balances protect the public interest?

How does the preamble of the US Constitution compare to the statement of principles found in other countries' constitutions?

**Unit A: Philosophical Foundations and Comparative Perspectives (Continued)**

**Unit B: Citizenship in Comparative Perspectives**

**Topics**

Constitutions and other laws 5.1b, 5.2a, 5.2c

Rights of citizens and residents

right of citizens to vote for elected public officials 5.3a, 5.3c, 5.3d

right of citizens to hold elected public office 5.3a, 5.3c, 5.3d

right of citizens to serve as a juror 5.3a, 5.3c, 5.3d

civic rights of citizens and residents to associate and petition government, among other things 5.3a, 5.3c, 5.3d

certain responsibilities (like filing tax returns) are also shared by all persons in the United States 5.3a, 5.3c, 5.3d

Rights and responsibilities found in other countries 5.1c, 5.1d

**Inquiries**

How can I exercise the right to vote?

How do the rights and responsibilities of US residents compare to those in other countries?

Why don't more people vote?

What does it mean when you're called for jury duty?

## Unit C: Citizenship, Participation and the Electoral Process

### Topics

Rights of citizens

voting (pivotal form of political participation) 5.3a, 5.3c, 5.3d

joining a political organization 5.3a, 5.3c, 5.3d, 5.4a, 5.4e

contributing money to political campaign 5.3a, 5.3c, 5.3d, 5.4a, 5.4e

doing volunteer work in a political campaign 5.3a, 5.3c, 5.3d, 5.4a, 5.4e

United States electoral and representational system 1.1a, 1.2b, 5.1c, 5.3b, 5.3d

single-member districts

winner-take-all elections

the electoral college

New York State political party system: modified two-party system 1.1b, 1.2b, 1.3b, 1.3c

Democratic party with historic strength in New York City and upstate central cities 1.1b, 1.2b, 1.2c, 1.3a

Republican party with historic strength in suburbs and small cities and towns 1.1b, 1.2b, 1.2c, 1.3a

Liberal and Conservative parties cross -endorse major party candidates 1.1b, 1.2b, 1.2c, 1.3a

Independent, Right to Life, Green, and Working Families parties 1.1b, 1.2b, 1.2c, 1.3a

### Inquiries

How is voting correlated to social class?

What are political grassroots organizations and how do they work?

How does our winner-take-all system of representation compare with a parliamentary proportional system?

Does the electoral college system still meet our country's needs? Why or why not?

What are the advantages/disadvantages of registering with one of the two major parties?

What "special interests" are usually represented by which parties?

What is the role of "minor" parties in our state electoral system?

How do parties get their candidates listed on state ballots?

Why don't more people register to vote?

How do voting regulations in the US compare to those in other democratic countries?

How do voters find out and evaluate candidates?

## Unit C: Citizenship, Participation and the Electoral Process

### Topics

Participating in the political process 5.3c, 5.3d, 5.4a

obtaining and completing a voter registration form

obtaining an absentee ballot knowing when elections are held for federal, state, county, local, and school board office

knowing who holds office

evaluating promises and voting records of incumbents

analyzing and evaluating candidates' experiences

Candidate's organization 5.1c

personnel (staff, volunteers, allies)

a strategy (offensive and defensive)

money

**Campaign platform** 5.1c, 5.2a, 5.3b, 5.4g

philosophy

policy stances on key issues

statements

### Inquiries

Should there be limits on campaign spending? Why?

Who are the people behind the candidates? What do they do?

How do candidates raise money?

On which issues do state and local parties disagree?

Do candidates fulfill their campaign promises? Why or why not?

How do most consumers get their news today?

How do non-commercial and alternative news outlets differ from Mainstream Media in reporting "the news"?

How can people become more effective consumers of news?

Why don't more people pay attention to political news?

How do news outlets and news consumers today differ from those 50 years ago?

## Unit C: Citizenship, Participation and the Electoral Process

### Topics

Free press 1.1b

free and open flow of information

venue for a variety of views

First Amendment 1.1b

protects freedom of press

constitutional limits to freedom (e.g. libel, obscenity, and fair trial)

forms of news media

daily newspapers

weekly magazines

television

radio

Internet

### Inquiries

How will news be reported and consumed 50 years from now?

## Unit D: Legal Obligations

### Topics

Military Selective Service Act [5.2a](#), [5.3a](#), [5.3c](#)

duty of every male citizen and resident of the United States between the ages of eighteen and twenty- six to register

mandatory registration vs. mandatory draft

constitutional history of military service [5.2a](#), [5.3a](#), [5.3c](#)

military and political importance of a militia in colonial times

Second Amendment

conscription and military draft

wartime occurrences of civil disobedience and

conscientious objection

struggle against racial and gender discrimination in the armed services

Rostker v. Goldberg, 453

U.S. 57 (1981) in which the

U.S. Supreme Court upheld the male-only requirement military registration, but did not prohibit voluntary registration by women

### Taxation [5.1a](#), [5.2a](#)

civic contribution to government

governments rely on taxation of the people (income, property, and sales) as a major source of revenue.

legal obligation

form of public policy for collecting revenue and regulating behavior

financial incentives for certain kinds of behavior (like buying a home) and disincentives against other kinds of behavior (like spending retirement savings before retirement age).

### Inquiries

How do mandatory registration and mandatory draft differ?

Who has resisted military service in American History? Why?

How did the events of 9/11/2001 affect the tension between personal liberties and national security?

Should military recruiters be allowed on HS campuses?

Does the military treat women fairly?

What are the arguments recruiters use to persuade young people to join the military?

What are the counter arguments against joining the military?

What type of taxes do most people pay?

What is the rationale for taxation?

Do we pay too little or too few taxes?

How does taxation in America compare to other democratic industrialized countries?

## Unit D: Legal Obligations (Continued)

### Topics

#### Jury duty 5.1a, 5.2a

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 on questions of fact (as opposed to law), as provided in Fifth and Sixth Amendments

political right of citizens to serve as jurors, as guaranteed by the Sixth Amendment in criminal cases and by the Seventh Amendment in civil cases

### Inquiries

Who is eligible for jury duty?

What happens when you receive a jury summons?

What are the roles of a jury in civil and criminal trials?

Why did the Founders provide a key role for citizen juries in the judicial process?

What are some common myths about jury duty?

## Unit E: Public Policy and Political Participation

### Topics

Effective and informed citizens engage in public policy research 5.4a, 5.4b, 5.4c, 5.4e, 5.4f, 5.4g

bills and laws, and their legislative history

legislative and executive reports

newspapers and other periodicals

libraries

use of archives

Internet

conducting an interview

contacting public offices

Levels of governments

national concerns (i.e., interstate commerce) which rely mainly on federal action 5.1a,

5.1c

state concerns (i.e., police power) which rely primarily on state and local actions 5.1a, 5.1c

Governments make and change policy 5.1a, 5.1c

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

United States and New York State Constitutions

### Inquiries

**While the culminating student project can be initiated any time during the course, it is expected that the final months of the course will include increased opportunities for students to research, write, design and prepare for the project.**

Where do we find reliable information about a public policy issue or a local participation in government project?

Who represents you at every (local, state and Federal) level?

How is power divided among the three levels of government?

What are good public policy research skills? How can you learn them?

Is the allocation of government responsibilities efficient and fair?

What role does each level of government play in your class or individual public policy research project?

Who will oppose or ignore the actions you seek in your class or individual public policy research project? Why?

## Unit F: Legal Rights and Responsibilities

### Topics

Rights of individuals in this country 5.3c  
freedom of expression outside of school 5.3c  
rights of the accused outside of school  
rights and responsibilities of students in school  
rights and responsibilities of minors in the workplace  
rights and responsibilities of minors in the family  
rights and responsibilities related to medical treatment or public assistance for minorities  
legal rights and responsibilities do not necessarily stay with an individual who travels to another country, does business in another country, or is engaged in a pursuit such as adopting a child that may involve the laws of another country 5.1c

Rights of New York State residents  
some rights change when one moves to another state 5.3c

### Origin of rights 1.1b, 1.2d, 5.2a, 5.3c

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.

### Inquiries

**Continue research and preparation for the culminating student project. Give students authentic opportunities to share/present their projects.**

How can your rights change if you move to another state?

What are some common abuses of rights in the workplace?

How can your rights change in another country?

What are the rights and responsibilities of parents?

How have recent Supreme Court decisions expanded or restricted personal rights and responsibilities?

What are the legal limits of free speech, assembly, press?

## INFORMATION FLUENCY FRAMEWORK AND CONTINUUM – GRADE 12

### INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

#### INQUIRY PROCESS

##### Connect

- Explores problems or questions for which there are multiple answers or no “best” answer.

##### Wonder

- Defines the purpose of the inquiry and recognizes that the type of thinking required by the inquiry will differ according to the purpose (e.g., historical—take a position and defend it; scientific—verify accuracy of model and support with evidence; literary—analyze literary and social context).

##### Investigate

- Seeks diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.
- **Can use any electronic resources effectively to answer questions by applying search strategies.**
- Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).
- Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
- Determines the extent of the research by the complexity of the subject, not by time or page limits.
- Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).
- Challenges ideas in text and makes notes of questions to pursue in additional sources.
- Interprets information.

##### Construct

- Builds a conceptual framework by synthesizing ideas gathered from multiple texts.
- Presents different perspectives with evidence for each.

##### Express

- Uses writing process to develop expression of new understandings.
- Presents complex ideas and original conclusions very effectively.
- Creates products for authentic reasons.
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

##### Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

**INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”**

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

**LITERARY/ARTISTIC RESPONSE AND EXPRESSION**

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

**PERSONAL EXPLORATION**

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.
- Searches other libraries for information related to personal interests.
- Pursues creative expressions of information in the community (public library, arts center, museums).

**MOTIVATION FOR INDEPENDENT READING**

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and non-print information resources for information and personal needs; actively seeks answers to questions.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.
- Understands text on both a literal and an abstract level.

**INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”**

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

**RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY**

- Always tries to find both sides of controversial issues and evaluates them carefully, particularly on controversial or culturally based topics.
- Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).
- Demonstrates understanding of intellectual freedom and First Amendment rights.

**BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION**

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION**

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.
- **Extends respect for intellectual property and copyright by giving credit for ideas as well as directly quoted material.**
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

High School

**STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK**

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

**Key Idea 1.1:**

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

**Students Performance Indicators:**

1.1a: Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

1.1b: 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:**

1.2a: Discuss several schemes for periodizing the history of New York State and the United States.

1.2b: 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.

1.2c: Compare and contrast the experiences of different groups in the United States.

1.2d: 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.

1.2e: 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.

1.2f: 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:**

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.

Continued on next page.

Continued from previous page.

**STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK**

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

Student Performance Indicators:

1.3a: 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.

1.3b: 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).

1.3c: 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.

1.3d: 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).

**Grade Twelve****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:**

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, 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.

**Students Performance Indicators:**

- 2.1a: 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.
- 2.1b: Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
- 2.1c: Analyze historic events from around the world by examining accounts written from different perspectives.
- 2.1d: Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
- 2.1e: Analyze changing and competing interpretations of issues, events, and developments throughout world history.

**Key Idea 2.2:**

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

**Students Performance Indicators:**

- 2.2a: 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.
- 2.2b: 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.
- 2.2c: Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
- 2.2d: Explain the importance of analyzing narratives drawn from different times and places to understand historical events.
- 2.2e: 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.

Continued on next page.

Continued from previous page.

## 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 2.3:

3. 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.

Students Performance Indicators:

2.3a: Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.

2.3b: Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.

2.3c: Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

Key Idea 2.4:

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

Students Performance Indicators:

2.4a: 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.

2.4b: Interpret and analyze documents and artifacts related to significant developments and events in world history.

2.4c: Plan and organize historical research projects related to regional or global interdependence.

2.4d: 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).

**Grade Twelve****STANDARD 3 – GEOGRAPHY**

Student 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.

**Students Performance Indicators:**

3.1a: Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.

3.1b: Describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities.

3.1c: Investigate the characteristics, distribution, and migration of human populations on the Earth's surface (Taken from National Geography Standards, 1994).

3.1d: Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.

3.1e: 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).

3.1f: 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).

**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.

**Students Performance Indicators:**

3.2a: Plan, organize, and present geographic research projects.

3.2b: Locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994).

3.2c: Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.

3.2d: 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).

3.2e: Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.

**Grade Twelve****STANDARD 4 – ECONOMICS**

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

**Key Idea 4.1:**

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.

**Students Performance Indicators:**

4.1a: 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.

4.1b: 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.

4.1c: Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.

4.1d: Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system.

4.1e: Compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions.

4.1f: Explain how economic decision making has become global as a result of an interdependent world economy.

4.1g: Understand the roles in the economic system of consumers, producers, workers, investors, and voters.

**Grade Twelve****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 government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Key Idea 5.1:**

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.

**Students Performance Indicators:**

5.1a: Analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.

5.1b: Consider the nature and evolution of constitutional democracies throughout the world.

5.1c: 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.

5.1d: Identify and analyze advantages and disadvantages of various governmental systems.

**Key Idea 5.2:**

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.

**Students Performance Indicators:**

5.2a: Trace the evolution of American values, beliefs, and institutions.

5.2b: 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.

5.2c: Identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society.

5.2d: Compare and contrast the Constitutions of the United States and New York State.

Continued on next page.

Continued from previous page.

## **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 government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.**

Key Idea 5.3:

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.

Students Performance Indicators:

5.3a: 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).

5.3b: 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.

5.3c: Describe how citizenship is defined by the Constitution and important laws.

5.3d: Explore how citizens influence public policy in a representative democracy.

Key Idea 5.4

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

Students Performance Indicators:

5.4a: Participate as informed citizens in the political justice system and processes of the United States, including voting.

5.4b: 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).

5.4c: Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.

5.4d: Consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1996).

5.4e: Participate in school/classroom/ community activities that focus on an issue or problem.

5.4f: 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.

5.4g: Explain how democratic principles have been used in resolving an issue or problem.

## Acknowledgements

The New York City Social Studies Scope and Sequence Grades 9-12 was produced under the auspices of Joel I. Klein, Chancellor and the Division of Teaching and Learning. Grateful acknowledgment is extended to the following educators for their valuable contribution to the development of this document:

**New York City DOE Department of Social Studies:** Anna Commitante, Director, Norah Lovett and Rick Steckmeister, Instructional Specialists

**Scope & Sequence Core Development Team:** Anna Commitante, Norah Lovett, Elise Abegg, Phil Panaritis, Julie Vitulano, Nicole Field, and Rick Steckmeister

**New York City DOE Office of Library Services:** Barbara Stripling, Director

**Social Studies Citywide Advisory Group:** Elise Abegg Citywide TAH Project Director, Ignazio Accardi, Long Island City High School, Joseph Altieri, Channel View School for Research, Edward Alvarez, Thomas A. Edison Career and Technical Education High School, Vincent Asaro, Franklin Delano Roosevelt High School, David Belmont, Brooklyn Technical High School, Deirdre Boyce, Aviation Career and Technical Education High School, Sunghee Byun, Newcomers High School, Nicole Field, TAH Project Director, Christopher Gill, Newcomers High School, Valarie Girard, Urban Assembly School for Law and Justice, Geri Gluck, Grover Cleveland High School, James Kincaid, William Cullen Bryant High School, Dorene Lorenzoni, Grover Cleveland High School, Norah Lovett, Citywide TAH Project Director, Jackie Manduley, Brooklyn Technical High School, Joseph Manzo, Staten Island Technical High School, Ramon Nunez, Knowledge Management Team – Bronx, Jeffrey Osler, Telecommunications High School, Phil Panaritis, TAH Project Director, Carmen Pinto, William Cullen Bryant High School, Virginia Pruitt, Leadership and Public Service High School, Magdalen Radovich, Queens Vocational and Technical High School, Jon Reiger, Cascades High School, Orlando Sarmiento, Newcomers High School, Joyce Seiden, Aviation Career and Technical Education High School, Kristen A. Tompeck, Urban Assembly School for Law and Justice, Julie Vitulano, TAH Project Director, and Sue Williamson, Franklin Delano Roosevelt High School.

**Scope & Sequence Work Group** (Teaching American History Project Directors): Elise Abegg, John Paul Bianchi, Brian Carlin, Nicole Field, Gus Hatzidimitriou, Diane La Capria, Deborah Nasta, Phil Panaritis, Terri Ruyter, Julie Vitulano, and Ann-Marie Weathers

**College Board:** Ed Austin