

New York State
Common Core 9-12 Social Studies Framework

INTRODUCTION

Social Studies Education in the 21st Century: Rationale

In the interconnected world of the 21st century, it is necessary to revise the New York State *Social Studies Resource Guide with Core Curriculum* to ensure that teaching and learning in Social Studies are rigorous and prepare students to be college and career ready.

The 9-12 Framework for Social Studies allows for:

- Students to develop an understanding of concepts and key ideas driven by case studies, analysis of primary and secondary source documents, and an examination of patterns of events in history.
- Students to be assessed on their understanding of key ideas, as well as conceptual understandings.
- Students to be instructed across the 9-12 spectrum using a cohesive set of themes, key ideas, and concepts.
- Districts and teachers to have increased decision-making power about how to teach and illustrate conceptual understandings and key ideas to promote student understanding. There will be multiple pathways to lead students to conceptual understandings.

Purpose of Social Studies

Social Studies is the integrated study of the social sciences and humanities intended to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

This Framework is intended to support high quality instruction that prepares students for college and career readiness. The Framework synthesizes ideas, formatting, content, and structure from numerous documents published by the Social Studies educator community including the references listed on page 2.

Reference Documents

- New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (2011)
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf
- New York State Learning Standards for Social Studies* (1996) &
New York State Core Curriculum for Social Studies, <http://www.p12.nysed.gov/ciai/socst/ssrg.html>
Resource Guide with Core Curriculum (1999)
Grade 12 Core Curriculum:
Economic, the Enterprise System, and Finance (2002)
Participation in Government (2002)
- National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*,
National Council for the Social Studies (2010)
- Voluntary National Content Standards in Economics, 2nd Edition*, Council for Economic Education, (2010)
<http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>
- History Standards*, National Center for History in the Schools UCLA (1996)
<http://www.nchs.ucla.edu/Standards/>
- U.S. History Framework for the 2010 National Assessment of Educational Progress*, National Assessment
Governing Board, U.S. Department of Education (2003)
<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>
- AP[®] World History Course and Exam Description*, College Board (2011)
http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf
- AP Human Geography Course Description*, College Board (2011)
<http://apcentral.collegeboard.com/apc/public/repository/ap-human-geography-course-description.pdf>
- Habits of the Mind*, National Council for History Education <http://www.nche.net/document.doc?id=43>
- History-Social Science Content Standards for California Public Schools*
<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf> (1998)
- Indiana Department of Education Standards
<http://www.doe.in.gov/achievement/standards>
- Massachusetts History and Social Science Curriculum Framework* (2003)
<http://www.doe.mass.edu/frameworks/hss/final.pdf>
- New Jersey Core Curriculum Content Standards for Social Studies* (2009)
<http://www.state.nj.us/education/cccs/standards/6/index.html>
- Virginia Standards of Learning and Testing, History and Social Science* (2008)
http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml
- World History for Us All*, San Diego State University (2003) <http://worldhistoryforusall.sdsu.edu/>

Relationship to the *Learning Standards for Social Studies* and *Social Studies Resource Guide with Core Curriculum*

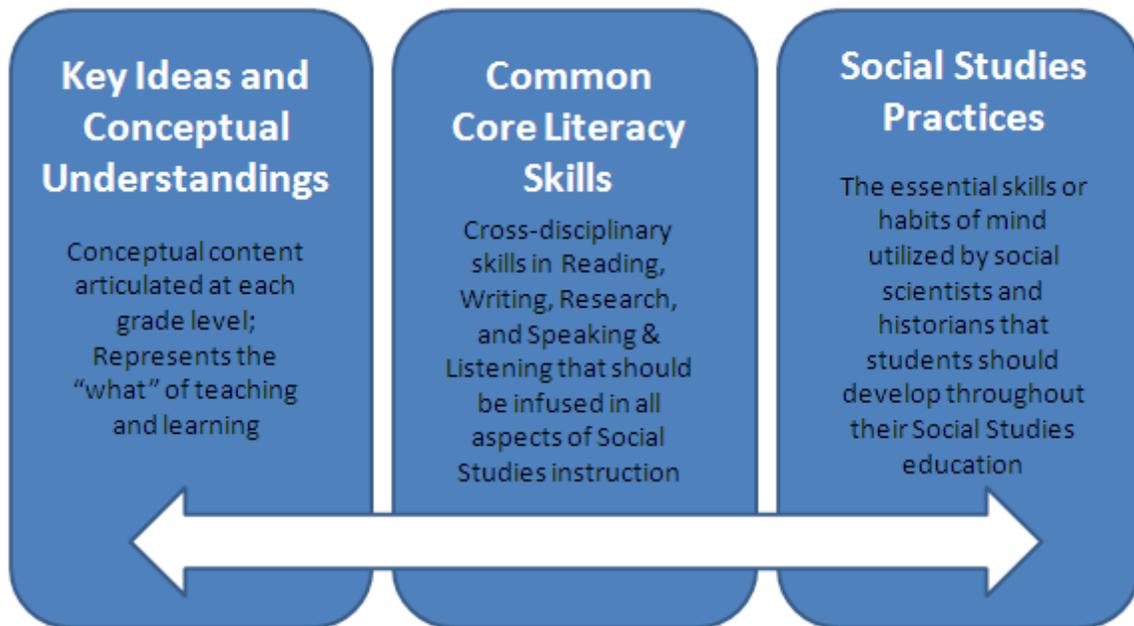
- The existing New York State *Learning Standards for Social Studies* serve as the foundation of the new Social Studies framework. Each Key Idea is derived from and aligned to one or more of the five standards.
- Most of the topical coverage in the *Social Studies Resource Guide with Core Curriculum* has been maintained. However, the curricula were reorganized and conceptualized to progress across grade levels and to focus on broad Key Ideas and Conceptual Understandings.
- The new framework fuses both the existing New York State Learning Standards and the reorganized and conceptualized curricula into a single document.
- The new framework provides 10 to 20 key ideas at each individual grade level. This differs from the 1996 New York State Learning Standards in which key ideas were provided at each of the grade bands — elementary, intermediate, and commencement.
- The emphasis in the new Social Studies framework is on Key Ideas and Conceptual Understandings for each grade level. In the previously released *Social Studies Resource Guide with Core Curriculum*, topical outlines were provided for each grade level.
- “Unifying Themes” based primarily on the National Council for the Social Studies themes, “Common Core Literacy Skills,” and “Social Studies Practices” are new features that provide common elements across all grades that serve to unify the framework, strengthen the progression of skills across the 9-12 continuum, and establish a consistent design approach. These replace the concepts and themes for Social Studies and the Social Studies skills listed in the *Social Studies Resource Guide with Core Curriculum*.
- The new framework outlines the core conceptual content and focuses on what students should know. It does not describe or prescribe performance indicators or performance levels. The Common Core Literacy Skills and Social Studies Practices include the skills and habits of mind that should be developed and fostered using the content for each grade band.
- An accompanying Field Guide will be developed which will include sample outcomes (performance tasks aligned to the Key Ideas and Conceptual Understandings) that illustrate the integration of content, Common Core Literacy Skills, and Social Studies Practices. The Field Guide will also include recommended primary and secondary sources and Social Studies texts at all grade levels.

K-12 Social Studies Framework Follows the Outline of the Existing Core Curriculum

Grade	Content Focus
Kindergarten	Self and Others
Grade 1	My Family and Other Families, Now and Long Ago
Grade 2	My Community and Other United States Communities
Grade 3	Communities around the World – Learning about People and Places
Grade 4	Local History and Local Government
Grade 5	The United States, Canada, and Latin America
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	History of the United States and New York – II
Grade 9	Global History and Geography – I
Grade 10	Global History and Geography – II
Grade 11	United States History and Government
Grade 12	Participation in Government; Economics, the Enterprise System, & Finance

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A Framework that Supports Teaching, Learning, and Assessment



These three components should work interdependently to support instructional and assessment planning. The content outlined through the Key Ideas and Conceptual Understandings should always be paired with Common Core Literacy Skills and Social Studies Practices in an instructional and assessment-based context.

Organizational Structure of the Framework

Key Components

- New York State *Learning Standards for Social Studies*
- K-12 Unifying Themes
- K-12 Common Core Literacy Skills
- K-12 Social Studies Practices
- Grade level Key Ideas
- Grade level Conceptual Understandings

New York State Learning Standards for Social Studies

The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the Social Studies framework. Each Key Idea is derived from and/or aligned to one of these standards as the primary standard. In many cases, a Key Idea represents more than one standard.

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 States and New York.

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.

Standard 3: Geography

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

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 United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Unifying Themes

These ten unifying Social Studies themes represent different lenses that can be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the 2012 Social Studies framework across all grades, K-12.

Themes at a Glance

1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange

Themes with Context

1. **Individual Development and Cultural Identity**
 - Role of social, political, and cultural interactions in the development of identity
 - Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
2. **Development, Movement, and Interaction of Cultures**
 - Role of diversity within and among cultures
 - Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art
 - Cultural diffusion and change over time as facilitating different ideas and beliefs
3. **Time, Continuity, and Change**
 - History as a formal study that applies research methods
 - Reading, reconstructing, and interpreting events
 - Analyzing causes and consequences of events and developments
 - Considering competing interpretations of events
4. **Geography, Humans, and the Environment**
 - Relationship between human populations and the physical world (people, places, and environments)
 - Impact of human activities on the environment
 - Interactions between regions, locations, places, people, and environments

5. Development and Transformation of Social Structures

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

6. Power, Authority, and Governance

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

7. Civic Ideals and Practices

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

8. Creation, Expansion, and Interaction of Economic Systems

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

9. Science, Technology, and Innovation

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

10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion; the spread of ideas, beliefs, technology, and goods
- Role of technology
- Benefits/consequences of global interdependence (social, political, economic)
- Causes of and patterns of migration
- Tension between national interests and global priorities

NYS K-12 Common Core Learning Standards: Literacy Skills

The Common Core Learning Standards (CCLS) outline standards for literacy in Social Studies for grades 6-12, with distinct standards at the following grade bands: 6-8, 9-10, and 11-12. In order to match the structure and outline of the Social Studies framework, the CCLS and Social Studies Practices required a 5-8, 9-10, and 11-12 articulation of skills, so language was synthesized to match these grade bands (i.e., addition of grade 5* to the 6-8 band). In this case, teachers are asked to use their best judgment about which CCLS and Social Studies Practices should be applied at grade 5 in order to prepare students for the requirements and demands of grade 6.

College and Career Readiness Anchor Standards for Reading

The grades 5-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 5-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. As in the Anchor Standards for Reading, the CCR and grade-specific standards for writing are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies Practices

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings. The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the National Council for the Social Studies Standards, and the Habits of the Mind published by the National Council for History Education.

- 1) Chronological Reasoning and Causation**
- 2) Comparison and Contextualization**
- 3) Geographic Reasoning (people, places, regions, environment, interactions)**
- 4) Gathering, Using, and Interpreting Evidence**
- 5) The Role of the Individual in Social and Political Participation**

Key Ideas

Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key Ideas are designed to address larger Social Studies perspectives, movements, and issues. Each grade level comprises 10 to 20 Key Ideas, so these statements are intentionally rich and substantial.

Conceptual Understandings

Conceptual Understandings are more specific statements designed to support each Key Idea. Together the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

Each grade level is structured into broad categories.

How to Read the Social Studies Framework: Organizational Structure of Each Grade Level

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>Time, Continuity, and Change in the Western Hemisphere</i>			
5.4 Major social, political, economic, and cultural shifts in Europe resulted in an Age of Exploration and Encounter in the 15th century that brought explorers, European settlers, and Africans to North and South America and changed people's understanding of the world.	5.4.a European migration and settlement reflected and altered people's view and understanding of the world. 5.4.b Competition for natural resources led to settlement patterns for Europeans and interactions with Native American peoples. 5.4.c European settlement impacted the physical and human environments of an area, with both positive and negative effects. 5.4.d Cultural diffusion had positive and negative impacts on European and Native Americans in the Americas. 5.4.e Differing belief systems of Native Americans and Europeans created social and political inequalities in the Americas.	Development, Movement, and Interaction of Cultures Time, Continuity, and Change Global Connections and Exchange	1, 2

Each Key Idea is derived from and/or aligned to one or more of the five New York Learning Standards for Social Studies.

The Key Ideas are the central organizing feature for each grade. Key Ideas represent the essential and enduring understandings that should be the focus of teaching and learning for each grade. The Key Ideas are designed to address larger Social Studies perspectives, movements, and issues. Each grade level is comprised of 10 to 20 Key Ideas, so these statements are intentionally rich and substantial, and will require greater detail and case study through instruction.

For each Key Idea, there are supporting Conceptual Understandings; more specific statements that support deeper articulation for each Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning. By design, the Conceptual Understandings make limited references to specific dates, places, people, and terms, in order to allow for multiple pathways to teaching the conceptual content.

There are 10 Unifying Themes across the entire K- 12 Social Studies Framework. Each Key Idea is connected to multiple themes. The primary themes most strongly pronounced within the Key Idea and Conceptual Understandings are listed here. The themes can serve as signals for areas of teaching emphasis and for building connections across ideas, units, and grade levels.

Additional Implementation Resources Aligned to the Social Studies Framework

While the Social Studies framework document outlines the ten themes that drive the connections of the K-12 spectrum, the Key Ideas outline the high level understandings and the Conceptual Understandings. To provide context for a teacher with another level of specificity, it will be necessary to release an additional Field Implementation Guide, which will ensure successful execution of the Social Studies Framework in the classroom. This Field Guide will support the teaching and learning of the Social Studies framework on a day-to-day instructional level. To help with instruction, it will include sample suggested student work to demonstrate how teachers might think about transforming a Key Idea and set of Conceptual Understandings into a meaningful, rigorous, Common Core-aligned sample student outcome incorporating the appropriate Common Core Literacy Skills and Social Studies Practices. In addition, the Field Guide will include recommended primary and secondary source documents and texts and other relevant resources to aid a teacher in instruction using sample student outcomes.

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Vertical Articulation and Progressions of Literacy Skills and Practices

Reading Standards for Literacy in History/Social Studies 5-12

*(see page 8 reference above regarding addition of grade 5 to the 6-8 band)

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 students
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	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 of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	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. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	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 <i>The Federalist No.10</i>).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as verbally) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the authors' claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 CCR text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies 5-12

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 Students
Text Types and Purposes		
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<p>3. (See note: not applicable as a separate requirement)</p>	<p>3. (See note: not applicable as a separate requirement)</p>	<p>3. (See note: not applicable as a separate requirement)</p>

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 Students
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Chronological Reasoning and Causation	Explain how events are related chronologically to one another in time.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
	Identify causes and effects using examples from a student’s life or from Social Studies.	Identify causes and effects using examples from current grade- level content and historical ideas and events.	Identify causes and effects using examples from different time periods and courses of study across several grade levels.
	Identify the relationship between cause and effect.	Identify, analyze, and evaluate the relationship between multiple causes and effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.
	Distinguish between long-term and immediate causes and effects (time, continuity, and change).	Distinguish between long-term and immediate causes and effects (time, continuity, and change).	Distinguish between long-term and immediate causes and multiple effects (time, continuity and change).
	Recognize dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
	Recognize that periodization provides a specific context.	Recognize that changing the periodization affects the historical narrative.	Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
	Recognize and identify patterns of continuity and change.	Relate patterns of continuity and change to larger historical processes and themes.	Relate patterns of continuity and change to larger historical processes and themes.
	Identify a model of historical periodization.	Identify and describe models of historical periodization that historians use to categorize events.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

Social Studies Practices (con't)	Grades K-4	Grades 5-8	Grades 9-12
Comparison and Contextualization	Identify similarities and differences between geographic regions.	Identify similarities and differences among geographic regions using specific geographic vocabulary.	Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
	Identify multiple perspectives from a student's life or from Social Studies.	Identify and compare multiple perspectives on a given historical experience.	Identify, compare, and evaluate multiple perspectives on a given historical experience.
	Identify similarities and differences between historical developments that are closely related in time and context.	Identify similarities and differences between historical developments over time within a similar cultural and geographical context.	Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
	Describe and compare historical developments.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
	Recognize the relationship between geography, economics, and history.	Describe the relationship between geography, economics, and history as a context for events and movements.	Describe the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
	Describe historical developments with specific circumstances including time and place.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes, and draw connections to the present (where appropriate).

Social Studies Practices (con't)	Grades K-4	Grades 5-8	Grades 9-12
Geographic Reasoning	Ask geographic questions about where places are located and why they are located there.	Ask geographic questions about where places are located and why their location is important.	Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.
	Identify and describe the relationship between people, places, and the environment.	Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content.	Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
	Identify how the environment affects human activities and how human activities affect the environment.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
	Recognize relationships among patterns and processes.	Recognize and interpret (at different scales) the relationships among patterns and processes.	Recognize and interpret (at different scales) the relationships among patterns and processes.
	Recognize that place and region influence the social, cultural, and economic characteristics of civilizations.	Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.	Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
	Identify and describe changes within and across places and regions.	Characterize and analyze changing interconnections among places and regions.	Characterize and analyze changing interconnections among places and regions.

Social Studies Practices (con't)	Grades K-4	Grades 5-8	Grades 9-12
Gathering, Using, and Interpreting Evidence	Form questions about the world in which we live.	Define and frame questions about events and the world in which we live and use evidence to answer these questions.	Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
	Recognize different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
	Identify and explain authorship, point of view, purpose, and format.	Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.	Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
	Identify arguments of others.	Describe and analyze arguments of others.	Describe, analyze, and evaluate arguments of others.
	Identify inferences.	Make inferences and draw conclusions from evidence.	Make inferences and draw conclusions from evidence.
	Recognize arguments and identify evidence.	Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.	Deconstruct and construct plausible and persuasive arguments using evidence.
	Create understanding of the past by using primary and secondary sources.	Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.	Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

Social Studies Practices (con't)	Grades K-4	Grades 5-8	Grades 9-12
The Role of the Individual in Social and Political Participation	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
	Participate in activities that focus on a classroom, school, or community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
	Identify differing philosophies of social and political participation.	Explain differing philosophies of social and political participation and the role of the individual leading to group- driven philosophies.	Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
	Identify the role of the individual in opportunities for social and political participation in the local class, school, or community.	Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.	Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.
	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.	Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
	Identify situations in which social actions are required.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.
	Identify those in positions of power who drive opportunities for freedom, social justice, and human rights.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
	Identify social and political responsibilities at the local classroom, school, and community level.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.

Grades 9-12 Common Core Literacy Skills and Social Studies Practices

Common Core Literacy Skills, Grades 9-10

Reading

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comparison.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 3. (See note: not applicable as a separate requirement)
Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Social Studies Practices, Grades 9-12

Chronological Reasoning and Causation

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

Comparison and Contextualization

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

Geographic Reasoning

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

Gathering, Using, and Interpreting Evidence

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

The Role of the Individual in Social and Political Participation

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

Grades 9-12 Key Ideas and Conceptual Understandings
Grade 9: Global History and Geography I - Foundations of World History

“Global History and Geography I” is the first unit of study in the two-year course of study. Grade 9 begins with the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course continues into the early modern era, explores the emergence of new imperial powers, and concludes with the beginnings of the industrial revolution. Each key idea expresses an essential pattern or concept that unifies the content understandings.

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

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>The First Civilizations 3500-500 B.C.E.</i>			
9.1 The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics.	9.1a The definition of Neolithic, as characterized by a turn to agriculture and shift from nomadic to a stationary lifestyle, provides insight into the general characteristics of the emerging civilizations of the period. 9.1b Ancient civilizations developed common characteristics representative of complex societies including centralized governments, social class structures, and organized religions or belief systems. 9.1c Ancient civilizations adapted water resources to improve agricultural practices, transportation, and other forms of infrastructure. 9.1d The first civilizations made lasting historical contributions in the areas of agriculture, technology, record keeping, political and economic systems, religion, literature, and art.	Geography, Humans, and the Environment Development, Movement, and Interaction of Cultures	2, 3, 4
<i>Classical Societies 500 B.C.E. – 500 C.E.</i>			
9.2 The emergence and spread of belief systems led to the development of universal truths and ethical codes to live by, and these belief systems created connections among people and influenced the development of cultural traditions; these beliefs had an ongoing influence on later historical periods.	9.2a Though different religions and belief systems emerged in various civilizations, these religions developed universal truths and ethical codes that shaped the cultures in which they were practiced. 9.2b Religious traditions tended to support established authorities and social structures. Different gender roles emerged under varying belief systems.	Individual Development and Cultural Identity Development, Movement, and Interaction of Cultures Development and Transformation of Social Structures Power, Authority, and Governance	2

<p>9.3 During the classical era, political organization became even more complex in Eurasia and Mesoamerica, which resulted in the rise of empires; these early empires employed a variety of techniques to expand and maintain control over vast territories, though both internal and external forces led to their eventual decline.</p>	<p>9.3a Geographic factors have both enabled and hindered empire’s desires to expand and interact with others. 9.3b Empires employed a variety of techniques to expand and maintain control over large territories. 9.3c Technological achievements were often used to provide for the practical needs of expanding populations and sometimes were preserved as monuments to the power and abilities of an empire or state. 9.3d Political, economic, and/or military conflicts led to the decline of empires, with regional impacts.</p>	<p>Geography, Humans, and the Environment Power, Authority, and Governance</p>	<p>2, 5</p>
<p><i>An Age of Expanding Connections 500 – 1450 C.E.</i></p>			
<p>9.4 During the classical and postclassical eras, transregional trade networks emerged and/or expanded in the Mediterranean Sea, along the Silk Roads, in the Indian Ocean Basin, across the Sahara Desert, and in the China Seas. There were a variety of factors that enabled these exchange networks, as well as similarities and differences among the political, cultural, and demographic impacts of exchange.</p>	<p>9.4a New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. 9.4b Interregional travelers carried ideas, inventions, products, natural resources, livestock, and diseases that led to cultural diffusion. 9.4c Interregional trade networks supported economic growth. 9.4d Transregional trade routes (including global trade routes), and the control of them, influenced regional power. 9.4e Greater economic power increased political and military power, which enabled the expansion of empires.</p>	<p>Creation, Expansion, and Interaction of Economic Systems Global Connections and Exchange Geography, Humans, and the Environment Development, Movement, and Interaction of Cultures</p>	<p>2, 3, 4</p>
<p>9.5 New postclassical power arrangements emerged in the Americas, Europe, on the Arabian Peninsula, and across Asia; these political entities employed a variety of techniques for expanding and maintaining control.</p>	<p>9.5a Rulers, motivated by absolutism, religious values, and military strength, consolidated power and expanded empires. 9.5b Large empires attempted to take advantage of physical geography for economic reasons, for protection, and to expand. 9.5c Religion was used by the power elites to justify the established social hierarchy. 9.5d Leaders in these empires displayed their educational, cultural, religious, and political advancement with achievements that had lasting impact. 9.5e Smaller empires in some areas of the world</p>	<p>Power, Authority, and Governance Science, Technology, and Innovation Development and Transformation of Social Structures</p>	<p>2, 5</p>

	<p>were often organized around cities as centers of commerce and culture, and may have been limited in size due in part to geographic factors.</p> <p>9.5f New decentralized states emerged, benefiting from the decline of larger empires.</p> <p>9.5g Feudal systems developed that clearly delineated the rights and roles of secular leaders, clergy, military, and commoners/peasants.</p>		
<p>9.6 Spurred by long-distance trade and shifting power dynamics, cross-cultural interactions increased in the postclassical era, leading to the diffusion of artistic, cultural, scientific, and technological practices. These exchanges also led to conflicts and the spread of disease.</p>	<p>9.6a Expanding empires spread their cultures, population, religions, and languages while uniting, assimilating, and reshaping the lives of peoples in conquered lands.</p> <p>9.6b The social and economic exchange of ideas, beliefs, language, customs, and products led to the development of blended and new cultures.</p> <p>9.6c As states and empires changed over time, important educational ideas and achievements were shared, preserved, and enhanced among and across different cultures and regions.</p> <p>9.6d The interconnected relationship between and among religious and political authorities often led to tensions and challenges to each other's authority and power. Sometimes conflict ensued, weakening some groups and leaders while posing opportunities for others.</p>	<p>Development, Movement, and Interaction of Cultures</p> <p>Individual Development and Cultural Identity</p> <p>Science, Technology, and Innovation</p> <p>Global Connections and Exchange</p>	2, 3, 4
<p>9.7 Important political, technological, and cultural developments in Western Europe and Southwest Asia led to European efforts to find new trade routes to Asia in the 15th century. Eventually the three diverse societies of western Europe, Africa, and the Americas encountered one another, resulting in new long-distance exchanges of goods, people, ideas, and disease.</p>	<p>9.7a Geographic factors such as access to water routes as well as access to technological innovations influenced the approaches used to increase and consolidate power.</p> <p>9.7b Technological innovations increased opportunities to establish new trade routes beyond the regional water and land routes, resulting in transatlantic and global exploration.</p> <p>9.7c States and empires that sought to centralize and expand power were energized by different motivations and used different means to achieve their goals.</p> <p>9.7d As a result of the Columbian exchange, a variety of new agricultural resources, practices, crops, and domesticated animals were introduced to different regions around the world.</p> <p>9.7e The exchange of pathogens, plants, animals, and ideas resulted in far-reaching demographic, political, social, and economic effects in the Americas, Europe, Africa, and Asia. Millions of Native Americans died from new diseases and forced labor following the Encounter.</p> <p>9.7f The global exchange of commodities included the enslavement, displacement, and</p>	<p>Science, Technology, and Innovation</p> <p>Global Connections and Exchange</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Creation, Expansion, and Interaction of Economic Systems</p>	2

	relocation of people.		
9.8 The Columbian exchange resulted in the reorientation of political and social structures in Latin American and African societies. Patterns of global exchange were restructured, as the Atlantic Ocean became a primary zone of exchange; western European countries that dominated this exchange emerged as new global powers.	<p>9.8a Various forms of political control affected each colonized region differently while consistently leading to foreign domination and decline of local autonomy.</p> <p>9.8b The exchange of raw materials, goods, and enslaved people between Europe, Africa, and the Americas created a vast slave trade and fueled a new global economy.</p> <p>9.8c Different levels of social, ethnic, and racial integration and assimilation occurred under colonizing powers, laying the foundations for complex and varying social hierarchies and affecting conquered populations differently.</p> <p>9.8d African, European, and Native American peoples came together to create a hybrid of cultures that are shared and visible in the world today.</p> <p>9.8e Kingdoms and states that benefited from these trade networks often experienced an increase in the standard of living.</p>	<p>Development and Transformation of Social Structures</p> <p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Power, Authority, and Governance</p> <p>Time, Continuity, and Change</p>	2, 3, 4
9.9 As western Europeans were building colonies and establishing ports in the Americas, Asia, and Africa, new imperial powers emerged in the eastern hemisphere, including the Russian, Qing, and Mughal empires. These empires employed various strategies to gain and maintain control over territories and resources; their approaches involved both continuations and innovations of past patterns.	<p>9.9a Large empires attempted to take advantage of physical geography for economic reasons, for protection, and to expand.</p> <p>9.9b The use of forced labor and the control of particular natural resources enabled empires to gain wealth and economic power.</p> <p>9.9c The methods and process of empire expansion were characterized by different stages, actions, and patterns.</p> <p>9.9d As empires expanded, the culture, beliefs, and political and economic structures of empires influenced how they interacted with other societies.</p>	<p>Power, Authority, and Governance</p> <p>Development, Movement, and Interaction of Cultures</p> <p>Time, Continuity, and Change</p>	2, 4, 5
9.10 Imperial expansion and economic and technological innovations in the early modern era fueled productivity and commerce at a new global scale; the benefits of this global commerce were unequally distributed, resulting in reshaped environments, social inequities, and a rise in human trafficking.	<p>9.10a The implementation of the European system of mercantilism created economic disparity between regions involved in the trading system as some powers took control of how and what goods were produced and their value/cost.</p> <p>9.10b The exchange of commodities between Africa, Asia, Europe, and America significantly affected trade and the social and economic development of colonized regions.</p> <p>9.10c The increased wealth generated by Atlantic trade networks enabled European monarchs to consolidate power leading to the rise of absolutist governments.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Development and Transformation of Social Structures</p> <p>Power, Authority, and Governance</p>	2, 3, 4

	<p>9.10d European colonization and trade interactions in other regions led to instability and the decline in what were once stable political and cultural systems.</p> <p>9.10e The Atlantic slave trade used physical and social structures in West Africa to capture and enslave Africans.</p> <p>9.10f The Atlantic slave trade resulted in demographic shifts in Africa as well as the Americas. It established systems of slavery, sharing many characteristics with other, earlier coercive labor systems, which had repercussions that continue today.</p> <p>9.10g The displacement of Africans from their communities, particularly strong young men and women of child-bearing age, altered the economy and culture of these societies and relationships between ethnic groups.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p>	
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Grade 10: Global History and Geography II - Modern World History and Contemporary Global Issues

“Global History and Geography II” is the second unit of study in the two-year course of study. Grade 10 is divided into three major time sections. Within the first section, which ranges from 1750-1914, the course begins with the Enlightenment and examines the role of Enlightenment ideals in inspiring widespread political and social change. Next, the course addresses the origins and spread of the Industrial Revolution, tracing the changes brought about by industrialization, including the rise of the Age of Imperialism. The second section, which ranges from 1914-1990, addresses global crises of the 20th century including World War I, global depression, World War II, and the Cold War. Within this era, colonial independence movements are also addressed. The third section of the course is dedicated to the examination of four major contemporary global issues: human rights, globalization, environmental concerns, and population challenges. Each key idea expresses an essential pattern or concept that unifies the content understandings.

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

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>An Age of Revolutions, Industrialization, and Empires 1750-1914</i>			
10.1 Enlightenment ideas called into question traditional beliefs and inspired widespread political, economic, and social changes. These ideals were used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social reform movements.	10.1a Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and rights of citizens. 10.1b The transition into the 19th century was marked by revolutions in France and Latin America. 10.1c Enlightenment ideas and the American, French, and Latin American revolutions influenced movements in other cultures, countries, and regions across the globe. This wave of change resulted in the expansion of political, social, and economic rights and opportunities. The foundations of modern democracies emerged at this time. 10.1d Some absolutist regimes did not survive the new political, social, and economic philosophies of the Enlightenment, leading to sweeping changes in government and society. Some empires broke apart, and new nation-states emerged. 10.1e New political philosophies and the distribution of their ideas affected the demands people made of their governments.	Time, Continuity, and Change Power, Authority, and Governance	2, 5
10.2 Enabled by new agricultural efficiencies and innovations in production and transportation, the Industrial Revolution originated in western Europe and spread over time to central and eastern	10.2a Technologies enabled people to alter their physical landscape allowing them to increase and support farming on a large scale, develop new transportation systems and routes, and alter and construct urban industrial areas. 10.2b Many new communication and transportation technologies aided states’ development of a more unified culture and society across diverse geographic terrain. 10.2c Technological innovations and new methods of production led to increased efficiency in production and ultimately a higher standard of living for certain groups	Science, Technology, and Innovation Creation, Expansion, and Interaction of Economic Systems Development and	2, 4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>Europe, the United States, Russia, and Japan. This led to major population shifts, transforming economic and social systems. Economic, political, and social theories emerged to either justify or refute these changes.</p>	<p>within an industrialized nation. 10.2d The decline in old production methods caused shifts in population and social change as people relocated from rural to urban areas. 10.2e Altered agricultural systems, industrialization, and urbanization profoundly affected class structure, family structure, and the daily lives of men, women, and children. 10.2f Industrial-era technologies allowed artists to work with new materials. New social ideas became a powerful basis for expression. 10.2g Economic theories based on wealth, capital, and laissez-faire ideas concerning the role of government replaced earlier theories based on mercantilism and economic and political traditions. 10.2h Some individuals and groups sought to counterbalance industrialization’s abuses and injustices through a variety of methods and actions. 10.2i The Irish Famine is seen as a violation of human rights. It led to the Irish migration and the growth of Irish nationalism.</p>	<p>Transformation of Social Structures Time, Continuity, and Change</p>	
<p>10.3 Strategic competition among industrialized states led to an Age of Imperialism, as states sought to protect existing interests and maintain or expand their access to new markets and raw materials. This imperialism included both informal empires of trade and formal empires based on colonization in Africa and Asia. While colonizers often invoked theories of racial and cultural superiority, those who were colonized engaged in varying forms of adaptations and resistance to colonial rule.</p>	<p>10.3a Competition spurred industrialized nations to seek dominance over natural resources and markets in less-industrialized regions. 10.3b The move to acquire new lands was driven by philosophies of nationalism, empire, and strategic advantage. 10.3c International conflicts developed between imperial powers over their competition for colonial territories, prestige, and political and economic advantage. 10.3d Foreign claims over land and people often resulted in borders being shifted on political maps in the 19th century. 10.3e Imperial efforts include both informal empires of trade and formal empires based on colonization in Africa and Asia. 10.3f While colonizers often invoked theories of racial and cultural superiority, those who were colonized engaged in varying forms of adaptations and resistance to colonial rule.</p>	<p>Power, Authority, and Governance Creation, Expansion, and Interaction of Economic Systems Development and Transformation of Social Structures Development, Movement, and Interaction of Cultures</p>	<p>2, 4</p>

<i>Key Ideas</i>	<i>Conceptual Understandings</i>	<i>Theme(s)</i>	<i>Standard</i>
<i>Crisis and Achievement in the 20th Century 1914-1990</i>			
<p>10.4 The first half of the 20th century was marked by wars and depression on a global scale; the international competition fueled by industrialization, imperialism, and militarism led to World War I, beginning in 1914. In the 1930s a global economic depression set in; some governments responded by adopting ideologies such as nationalism and fascism to mobilize resources for the purpose of waging further war leading to World War II. The use of new, powerful technologies in each world war resulted in devastating destruction and immense loss of life across the globe.</p>	<p>10.4a International competition fueled by industrialization, imperialism, nationalism, and militarism led to World War I.</p> <p>10.4b Global allegiances increased the scale and reach of conflict in the 20th century.</p> <p>10.4c Developments in wartime technologies increased the extent of damage and casualties in World War I.</p> <p>10.4d World War I left European economies struggling to rebuild war-torn countries and infrastructure.</p> <p>10.4e Economic depression resulting from struggles to rebuild, agricultural crisis, and overextension on investments in individual countries had an international impact due to economic interdependence.</p> <p>10.4f In response to economic inequity and the failures of industrialization, some countries adopted socialism and communism to reform their economic systems.</p> <p>10.4g Some governments responded to the global depression by adopting ideologies such as nationalism and fascism to mobilize resources for the purpose of waging war. As a result, World War II broke out.</p> <p>10.4h New and increasingly powerful wartime technologies were introduced in World War II, resulting in devastating human and environmental destruction across the globe.</p> <p>10.4i New international agreements and organizations were formed after World War II in order to address war crimes and work to prevent further wars.</p>	<p>Science, Technology, and Innovation</p> <p>Geography, Humans, and the Environment</p> <p>Global Connections and Exchange</p>	2, 3
<p>10.5 Fueled by anti-imperial ideologies, independence movements emerged in colonized countries and regions, beginning in the early 20th century and continuing through the latter part of the century; colonized peoples striving for independence employed a variety</p>	<p>10.5a World wars, nationalist ideology, communism, and democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>10.5b Colonized peoples employed a variety of methods, from nonviolent resistance to armed struggle, in order to gain independence.</p> <p>10.5c Despite the reshaping of the global order, inequity between former colonial powers and previously dominated regions persisted, leading to a continued imbalance in the global economy and international diplomacy.</p> <p>10.5d Newly independent states in Africa and Asia struggled to develop national identities, as well as viable and stable political, economic, and social structures.</p> <p>10.5e In the post-independence period internal and</p>	<p>Power, Authority, and Governance</p> <p>Individual Development and Cultural Identity</p> <p>Time, Continuity, and Change</p> <p>Civic Ideals and Practices</p>	2, 5

<p>of methods from nonviolent resistance to armed struggle. The establishment of boundaries at the time of independence, based on those set up during colonization, often resulted in tensions and conflict.</p>	<p>inter-regional struggles occurred in parts of Africa and Asia, as nationalities and/or states sought to define or redefine political boundaries. 10.5f Tensions and conflicts developed within these post-independent states as governments and people dealt with issues related to tradition and modernity, wealth and poverty, democracy and dictatorship.</p>	<p>Development and Transformations of Social Structures</p>	
<p>10.6 The global balance of power shifted at the end of World War II, as the United States and the Soviet Union emerged as global superpowers pitted in ideological, political, economic, and military struggles. Nuclear rivalries, new military alliances, and the development of military-industrial complexes helped define world politics from 1947-1990. The Cold War resulted in various crises that threatened world peace and global survival.</p>	<p>10.6a The Cold War expressed itself as a competition for geopolitical influence, power, prestige, and military, cultural, and ideological superiority. 10.6b The world became polarized as most countries aligned themselves with one of the new “superpowers.” 10.6c Economic, political, and cultural interactions among nations carried the undertone of this global competition and conflict. 10.6d Capitalist and communist nations tried to exercise influence over emerging economies. 10.6e Non-industrialized countries, having been exposed to industrialized beliefs and systems that lead to economic prosperity, strove to develop the infrastructure necessary to become industrialized nations.</p>	<p>Power, Authority, and Governance</p> <p>Global Connections and Exchange</p> <p>Time, Continuity, and Change</p>	<p>2</p>
<p>Contemporary Global Issues, 20th Century to Present</p>			
<p>10.7 Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of</p>	<p>10.7a Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries. 10.7b The United Nations Universal Declaration of Human Rights provides a set of principles to guide efforts to protect threatened groups. 10.7c Multinational treaties and international court systems bind countries to adhere to international human rights. 10.7d International organizations work to maintain peace, stability, and economic prosperity, and to protect</p>	<p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p> <p>Development, Movement, and Interaction of Cultures</p>	<p>2, 5</p>

<p>principles to guide efforts to protect threatened groups and has served as a lens by which historical occurrences of oppression can be evaluated.</p>	<p>nations and people from oppressive governments and political violence. 10.7e New communication technologies have furthered cultural interactions and international efforts to broaden and protect human rights. 10.7f The source, definition, and justification of rights has broadened to encompass more ethnic groups, social groups, and women. 10.7g Economic equality and opportunity have become a factor of international friction and an additional factor in the international debate over human rights. 10.7h Historical occurrences of oppression can be evaluated using the principles established within the United Nations Universal Declaration of Human Rights.</p>	<p>Time, Continuity, and Change</p>	
<p>10.8 Innovations in science and technology have changed the perception of the world’s size and led to new ways of interacting with others locally, nationally, and globally. These changes have resulted in economic, political, and social transformations. Tensions have developed over how to maintain cultural diversity in a globalizing world.</p>	<p>10.8a Scientific and technological improvements over the last 100 years have resulted in an increasingly global economy. 10.8b Communication systems that link all regions on the planet instantaneously and transportation systems capable of moving goods quickly by air, sea, and land make globalization possible. 10.8c Technological innovations expose people to new ideas which inspire and create opportunities for countries and cultures to interact on new levels. Advances also provide new possibilities for conflict. 10.8d Government monetary policies, central banks, and international investment strongly influence and impact the stability of regional and global economies. 10.8e Long-industrialized countries experience transitions as their economies continue to evolve and as production moves overseas to emerging economic powers. Transnational corporate structures have created global corporations more powerful than some sovereign nations. 10.8f Free trade zones have been developed to alleviate the negative effects of competition while spreading economic opportunity. These economic bonds provide participating partners with great global influence. 10.8g Variations in economic systems and the pressures of globalization have led to inequitable distribution of wealth across and within states and regions. 10.8h Transnational organizations and other independent organizations have responded to economic inequalities in various states by providing loans, development monies, support for projects, and policies that mandate reforms and the liberalization of economies. 10.8i Tensions have developed within states and across regions over how to maintain cultural diversity in a globalizing world.</p>	<p>Science, Technology, and Innovation Creation, Expansion, and Interaction of Economic Systems Global Connections and Exchange Development, Movement, and Interaction between Cultures</p>	<p>2, 4</p>
<p>10.9 Rising global populations and</p>	<p>10.9a The world’s increasing demand for oil and other natural resources brought wealth, power, and influence</p>	<p>Geography, Humans, and</p>	<p>2, 3</p>

<p>intensified exploitation of natural resources have contributed to environmental issues such as pollution, global warming, and desertification. In response to these problems, movements to raise awareness and initiate change have emerged, alternate sources of energy have been developed, and international standards and agreements to counteract environmental issues have been created.</p>	<p>to different nations and regions. 10.9b Human interaction with the environment has altered the physical geography of the planet and forced people to change their own practices as a result. 10.9c Depletion of natural resources has required countries to look for new sources of energy, some of which pose further risks to humans, wildlife, and the physical environment. 10.9d Countries have signed international treaties to reflect their commitment to minimizing environmental impact. 10.9e National and transnational organizations seek to alter and/or enforce internationally acceptable standards of environmental impact.</p>	<p>the Environment Science, Technology, and Innovation Global Connections and Exchange</p>	
<p>10.10 Changes in food production, continued industrialization, and advances in medicine have led to a rise in global population. The expansion of the population and migration of peoples have created political, economic, social, and environmental challenges.</p>	<p>10.10a The world’s population is growing exponentially and is not evenly distributed. 10.10b Population pressures increase demands on limited natural resources and environments straining a state’s economy and government. 10.10c Governments create population policies to deal with demographic shifts and national issues. 10.10d People migrate from one location to another in response to social, political, or economic push factors in their current location and/or pull factors in a new location. 10.10e New technologies that have changed agricultural practices and increased productivity have also facilitated industrialization and encouraged migration to and the growth of urban areas. 10.10f The migration of people can increase the cultural diversity of states, reshape a state’s national identity, and influence changes in a state’s political and social systems. The movement of people can change the ethnic makeup of a country. 10.10g Natural disasters, conflicts, and human atrocities have sometimes created refugee crises.</p>	<p>Geography, Humans, and the Environment Science, Technology, and Innovation</p>	<p>2, 3, 4</p>

Grades 11-12 Common Core Literacy Skills and Social Studies Practices

Common Core Literacy Skills, Grades 11-12

Reading

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the 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 authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Writing

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses and varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note: not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) on a range of discipline-specific tasks, purposes, and audiences.

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Grade 11: United States History and Government

In this course, students examine the historical and intellectual origins of the United States beginning in the colonial era and continuing to the present day. They learn about the important political and economic factors that contributed to the outbreak of the Revolutionary War and have continued to influence the country to this day. Students also study the central ideas of the United States Constitution, the basic concepts of American democracy, and the basic framework of American government. Students learn about America’s westward expansion, the establishment and evolution of the country’s political parties and traditions, and economic and social changes. Students also examine the origins, conflicts, resolution, and impact of the Civil War. Additionally, students analyze the causes and consequences of the Industrial Revolution, America’s emergence as a world power, and the two world wars of the 20th century. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the Cold War and its aftermath. Finally, students study recent events and trends that have shaped modern-day America and its place in an increasingly globalized and interconnected world.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>The Constitutional Foundations of American Society (1607-1800)</i>			
<p>11.1 The history and development of the United States during the colonial era provides the foundation for understanding enduring American political, economic, and social principles and struggles.</p>	<p>11.1 a Early settlers came to America for various economic, religious, and political reasons.</p> <p>11.1 b British political traditions and Enlightenment ideals left an indelible mark on the development of colonial political systems and eventually helped shape the United States Constitution and government.</p> <p>11.1 c The governance structures of the American colonies and the concepts of civic participation and individual rights influenced the development of representative democracy in the colonies.</p> <p>11.1 d The development of economic systems in the American colonies varied by region with profound impact on the future of the nation.</p> <p>11.1 e Natural resources, labor systems, and entrepreneurship contributed to economic development in the American colonies.</p> <p>11.1 f Slavery became a deeply established component of the colonial economic system and social structure, with important political effects.</p> <p>11.1 g Native American groups played a significant role in the success of European colonization; they eventually lost their land, saw a decline in population, and experienced cultural devastation as a result of European settlement.</p>	<p>Time, Continuity, and Change</p> <p>Development, Movement, and Interaction of Cultures</p>	<p>1</p>
<p>11.2 The American Revolution was motivated by growing political, economic, and social aspirations of Americans to be free of British rule; this laid the foundation for the establishment</p>	<p>11.2 a Conflicts between colonists and the British over political and economic matters ultimately led to the start of a revolution and resulted in independence.</p> <p>11.2 b British traditions and enlightenment ideals of natural rights and self-governance</p>	<p>Power, Authority, and Governance</p>	<p>1, 5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
of a new nation.	<p>inspired the colonists to declare and fight for independence.</p> <p>11.2 c Colonial leaders motivated and organized the population to challenge long-standing loyalties and cultural ties to Britain.</p> <p>11.2 d The colonists were victorious despite a difficult war against an empire with superior military power and resources.</p>		
<p>11.3 The success of the revolution challenged Americans to establish a system of government that would provide for stability, while beginning to fulfill the promise of the ideals outlined in the Declaration of Independence.</p>	<p>11.3 a Once independence was achieved, the Articles of Confederation failed to meet the challenges the individual states faced in creating a unified nation.</p> <p>11.3 b Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new republic, and these debates had a lasting influence on the development of American politics.</p> <p>11.3 c In seeking a balance between unity and independence among the states, advocates for and against a strong central government debated the nature, scope, and powers appropriate for the new federal government while striving to protect the rights of individual citizens.</p> <p>11.3 d Debates and resolutions regarding individual rights often failed to include women, African Americans, and Native Americans.</p> <p>11.3 e Despite broad ideals of liberty and equality found in the Declaration of Independence, the United States Constitution included compromises and omissions that would continue to challenge the nation for generations to come, especially in terms of political equity.</p> <p>11.3 f The Constitution, with its Bill of Rights, embodies important civic values that have shaped the development of American history and government.</p>	<p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p>	1, 5
<i>The Constitution Tested: Expansion, Nationalism, and Sectionalism (1800-1877)</i>			
<p>11.4 The new republic struggled to define and extend democratic ideals in the face of rapid economic, geographic, and demographic change. Rapid expansion and growing regional and political tensions challenged Americans' efforts to form a national identity.</p>	<p>11.4.a The Constitution delineated the powers of the different branches of the new government and the powers of the state and federal governments. Early Supreme Court decisions enabled the judicial branch to establish a strong role.</p> <p>11.4.b The new nation was tested by diplomatic, geographic, economic, and social conflicts as it sought to expand and solidify its strength.</p> <p>11.4.c Divergent views concerning the best</p>	<p>Individual Development and Cultural Identity</p> <p>Time, Continuity, and Change</p> <p>Development, Movement,</p>	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>means to balance power and maintain liberty evident during the debates to ratify the Constitution were transformed into conflicts between political parties during the early decades of the new nation.</p> <p>11.4.d American foreign policy, diplomatic relations, and strategies for expansion were fueled by a growing national spirit and sense of a unique destiny.</p> <p>11.4.e Expansion created opportunities for some Americans and challenges for others.</p> <p>11.4.f Western expansion, advances in technology, and economic growth strengthened the nation while harming Native Americans and enslaved African-Americans.</p> <p>11.4.g Immigration and population movement intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p> <p>11.4.h Expansion and population growth led to the increased power of political parties and a rise in political participation by citizens lobbying for reform.</p> <p>11.4.i Religious and social reform movements gained strength and traction with varying results and impacted the development of American culture.</p> <p>11.4.j The abolitionist movement to end slavery grew significantly and influenced people's thoughts and behaviors across all regions of the United States.</p>	<p>and Interaction of Cultures</p> <p>Development and Transformation of Social Structures</p>	
<p>11.5 Regional tensions, especially over slavery, resulted in constitutional and political crises that led to a civil war, the course and aftermath of which transformed American society.</p>	<p>11.5.a During this period of great economic development, geographic expansion, and population growth, distinct regional identities emerged within the Northern, Southern, and Western regions of the United States.</p> <p>11.5.b Differing regional positions on economic, political, and social issues created conflicts and led to a growing sense of sectionalism in the United States.</p> <p>11.5.c Conflicting interpretations of the appropriate relationship between states and the federal government were most significantly demonstrated in contrasting positions on the expansion of slavery.</p> <p>11.5.d The existence of slavery became a heated political, economic, and social issue, as southern advocates offered economic, political, and social justifications for the forced labor system.</p> <p>11.5.e Compromises and court rulings intended to alleviate tensions failed to permanently</p>	<p>Time, Continuity, and Change</p> <p>Power, Governance, and Authority</p> <p>Development and Transformation of Social Structures</p>	<p>1</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>relieve sectional disputes and only forestalled the path toward the Civil War.</p> <p>11.5.f The secession of Southern states from the Union was the result of long-standing controversies over states' rights and slavery dating back to the Republic's founding.</p> <p>11.5.g Presidential actions to preserve the Union during the Civil War brought about a great expansion of executive Power.</p> <p>11.5.h The ideas professed in the Emancipation Proclamation and Gettysburg Address contributed to the demand to extend full equality of rights to African Americans.</p> <p>11.5.i Political and military leadership, geography, industrial strength, and technology greatly affected the outcome of the Civil War.</p> <p>11.5.j The Civil War resulted in tremendous human loss and infrastructure damage, yet expanded the promise of freedom and civic participation to many Americans.</p>		
<p>11.6 Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences. The civil rights codified in new amendments to the Constitution were threatened and undermined by persistent racial segregation in the United States.</p>	<p>11.6.a Amendments to the Constitution were added to grant rights of citizenship and equality for African Americans with varying degrees of effectiveness.</p> <p>11.6.b Conflicting political, economic, social, and sectional perspectives on Reconstruction led to resistance by many Southern individuals and states.</p> <p>11.6.c Legislation and court decisions confined African Americans to the status of second-class citizens, denying them their constitutional rights from the Reconstruction Era until the modern civil rights movement.</p> <p>11.6.d Forms of racial discrimination which developed in the years following the Civil War varied by region.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation of Social Structures</p> <p>Power, Governance, and Authority</p> <p>Civic Ideals and Practices</p>	1
<i>Industrialization, Urbanization, and Calls for Reform (1850s-1914)</i>			
<p>11.7 The transformation of the United States from an agricultural to an increasingly industrial and urbanized society was facilitated by technological change in the late 19th and early 20th centuries that altered the nation politically, economically, and socially.</p>	<p>11.7.a The availability of land and natural resources and the development of railroads promoted the growth of a national economy and the movement of populations.</p> <p>11.7.b In the second half of the 19th century, tremendous industrial growth was accompanied by waves of immigration and population movement toward urban centers.</p> <p>11.7.c Rapid urbanization had an impact on the environment and spurred conservation programs.</p> <p>11.7.d Farmers faced problems caused by the expanding industrialization of the economy.</p> <p>11.7.e The economic, social, and political</p>	<p>Development and Transformation of Social Structures</p> <p>Science, Technology, and Innovation</p>	1, 4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>implications of rapid industrial growth created a demand for progressive reforms to improve the lives and working conditions of workers.</p> <p>11.7.f New immigrants, Native Americans, African Americans, and women attempted to influence the government to enact policies to address discrimination against them.</p> <p>11.7.g The government began to regulate industrial and financial systems in order to provide economic stability.</p> <p>11.7.h Industrialization led to the creation of labor and agricultural organizations that strove to protect the rights of their members.</p> <p>11.7.i Technological change and innovation improved the standard of living for many but not all, and solved many problems while also creating new challenges for the country to overcome.</p>		
United States in an Age of Global Crisis (1900-1945)			
<p>11.8 Multiple economic and political factors led to the rise of the United States as a world power, which resulted in expanding markets for international trade, American imperialism, and the United States' participation in World War I.</p>	<p>11.8.a In the late 1800s, inspired in part by a quest for economic markets and natural resources, a policy of imperialism developed leading to a greater focus on foreign affairs.</p> <p>11.8.b Conflicting ideologies and the competition for resources, markets, territories, influence, prestige, and power led to war on a global scale, pitting rival alliances against each other.</p> <p>11.8.c A policy of neutrality at the beginning of World War I, for a number of reasons, was abandoned and the United States entered the war.</p> <p>11.8.d New technologies changed the scope, nature, and scale of war; the role of civilians in war; and the extent that damage and destruction could be inflicted by war.</p> <p>11.8.e Women and African Americans joined the work force in large numbers during World War I, altering their role in the economy and society significantly.</p> <p>11.8.f The end of World War I brought with it a rise in United States international prestige and influence but, for domestic reasons, the nation soon chose to return to a policy of isolationism.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p> <p>Global Connections and Exchange</p>	1, 2
<p>11.9 The 1920s-1930s is characterized as a time of social, economic, and political change, as well as a time of emerging isolationism. The economic and social crises brought about by the Depression led to increased</p>	<p>11.9.a The United States declined to commit to the League of Nations, but played an active, if unilateral, role in world affairs.</p> <p>11.9.b Government policies restricting immigration represented the more conservative and xenophobic attitudes of the time.</p>	<p>Time, Continuity, and Change</p> <p>Development and Transformation</p>	1, 4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>government involvement in American lives, resulting in the growth of presidential power, a redefined American federalism, and the creation of a government social safety net.</p>	<p>11.9.c Cultural and technological changes led to the rise of a consumer economy, challenged society’s traditional morals and manners, and caused a shift in the role and status of women.</p> <p>11.9.d African Americans continued to struggle for social, economic, and political equality while expanding their own thriving and unique culture which increasingly became an integral part of the broader national culture.</p> <p>11.9.e Unsustainable economic practices across the globe, including in the United States, helped bring about a global Great Depression, leading to a global economic crisis.</p> <p>11.9.f Agricultural practices and policies intensified the worsening economic situation during the Great Depression.</p> <p>11.9.g Two distinct ideologies regarding the role of government emerged distinguishing the two major political parties’ approach to the economic crisis.</p> <p>11.9.h The federal response to the Great Depression greatly increased the president’s and the federal government’s scope and power, shifting the balance of power among the branches of the federal government and from the states to the federal government.</p> <p>11.9.i The New Deal programs significantly affected various segments of the economy and society and the controversy over these programs resulted in the realignment of both major political parties.</p>	<p>of Social Structures</p> <p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p> <p>Development, Movement, and Interaction of Cultures</p>	
<p>11.10 The United States participated in World War II as part of an Allied force to prevent military conquests by Germany, Italy, and Japan. United States policies during and immediately after World War II had a significant impact on American political, economic, and social life.</p>	<p>11.10.a Multiple factors contributed to a rise in authoritarian forms of government and ideologies such as fascism, communism, and socialism after World War I.</p> <p>11.10.b The United States and the international community did not respond with force to aggressive German and Japanese actions that violated international treaties agreed to following World War I.</p> <p>11.10.c In the 1930s, public opinion slowly moved toward supporting a more active United States involvement in world affairs.</p> <p>11.10.d United States involvement moved from a policy of neutrality at the beginning of World War II and evolved into a pro-Allied position, culminating in direct and active United States involvement.</p> <p>11.10.e A total war effort was required, transforming the political, social, and economic life of the nation.</p>	<p>Time, Continuity, and Change</p> <p>Power, Authority, and Governance</p> <p>Science, Technology, and Innovation</p> <p>Civic Ideals and Practices</p>	<p>1, 2</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>11.10.f Women, African Americans, Native Americans, Asian Americans, and other minority groups contributed greatly to the war effort, despite the discrimination they experienced in the military and workforce.</p> <p>11.10.g The government enacted controversial policies regarding the internment of Japanese Americans.</p> <p>11.10.h The varying geographies and infrastructures of the different war fronts required different military strategies and weaponry.</p> <p>11.10.i Technological advancements altered the nature of war, affecting the techniques and strategies used, including the controversial and powerful use of the atomic bomb.</p> <p>11.10.j Armies on both sides employed techniques that included civilians as targets.</p> <p>11.10.k Unprecedented human atrocities occurred in the form of the Holocaust. Many in the European and global community willfully ignored the horrors while others acted as rescuers.</p> <p>11.10.l World War II and the Holocaust led to the creation of international organizations to protect human rights.</p> <p>11.10.m Decisions and misunderstandings from Allied wartime and postwar conferences ushered the world into a new period of international tensions known as the Cold War.</p>		
<i>Uncertain Times - Cold War Abroad and Social Change at Home (1945-1990)</i>			
<p>11.11 Cold War tensions between the United States and Communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p>	<p>11.11.a Ideological differences, militarism, desire for global resource control, and other factors contributed to the Cold War and to United States involvement in conflicts in the name of containing communism.</p> <p>11.11.b The world became polarized as most countries allied themselves with one or another of the new “superpowers” and their ideologies.</p> <p>11.11.c An international arms race, space race, and the threat of nuclear proliferation influenced international politics.</p> <p>11.11.d Regional conflicts often created new points of tension between the United States and communist nations, with positive and negative effects.</p> <p>11.11.e Executive decision to intervene militarily in regional conflicts overseas raised constitutional issues involving war powers and divided the American public.</p> <p>11.11.f Fear of communist expansion led to</p>	<p>Power, Authority, and Governance</p>	<p>1, 2</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	domestic concerns about communism within the United States, leading to controversial policies that affected individual civil liberties.		
<p>11.12 The civil rights movement of the 1950s and 1960s spurred a period of social turmoil and reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against; this movement helped energize other social reform efforts.</p>	<p>11.12.a Civil rights leaders motivated marginalized groups to organize, protest, and implement novel approaches in the struggle for civil and human rights in the United States.</p> <p>11.12.b Federal government legislation, actions, and programs attempted to overcome the impact of past discrimination in the areas of education and economic opportunity.</p> <p>11.12.c Landmark Supreme Court decisions reflected evolving national views on civil rights, equality, and opportunity in the United States.</p> <p>11.12.d A counterculture movement developed giving a voice to broad social reforms, and conflict ensued between the traditional values and culture and the emerging ones.</p> <p>11.12.e The media evolved to reflect and embrace the country’s challenging debate over values and culture.</p> <p>11.12.f Women’s roles in the labor force changed, leading to changes in family structure and society.</p>	<p>Civic Ideals and Practices</p> <p>Development and Transformation of Social Structures</p>	1
<p>11.13 Significant economic, social, and technological changes occurred during the second half of the 20th century. These changes had major impacts on American society; they renewed political and cultural debates over the role of government in domestic and international affairs.</p>	<p>11.13.a Economic cycles of prosperity and growth followed by decline and recession challenged the government to respond. The struggle for consistent economic progress led to a debate about the size and efficacy of government policy and action.</p> <p>11.13.b Marginalized groups made some advances while still struggling to achieve their goals of equity in the workplace, politics, and society.</p> <p>11.13.c Religious and social issues became an integral part of social and political discourse. Questions emerged as to the role the government should play in enacting legislation based on cultural and moral values.</p> <p>11.13.d Technological developments and innovations made the world seem smaller and more interconnected, forcing the nature of international interactions and interpersonal connections to evolve.</p> <p>11.13.e Multicultural beliefs, products, and practices began to affect contemporary American culture.</p> <p>11.13.f The fall of communism and the end of the Cold War influenced how Americans perceived themselves in an ever more interdependent global system and shaped</p>	<p>Time, Continuity, and Change</p> <p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Development and Transformation of Social Structures</p> <p>Science, Technology, and Innovation</p>	1

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>diplomatic and economic priorities.</p> <p>11.13.g The United States became involved in international conflicts, both unilaterally and through multinational organizations and coalitions, with the express purpose of protecting national interests while at times spreading and espousing American values. Often these actions created domestic and international controversies.</p>		
<i>America in the Age of Increasing Globalization (1990-present)</i>			
<p>11.14 With increasing globalization and increased challenges to United States political and economic leadership in the world, the nation worked to redefine its global role. Globalization accompanied by a new wave of technological, economic, and demographic changes, reshaped United States society and politics.</p>	<p>11.14.a Domestic politics and public opinion shaped the extent of the United States support for the policies and actions of the United Nations and other international organizations.</p> <p>11.14.b Terrorism and extremism became forces that challenged American security, policies, and values.</p> <p>11.14.c American views on our security and role in the world were shaped by 9/11, creating a domestic consensus over military intervention in pursuit of Al-Qaeda. The events, length, and cost of the wars in Afghanistan and Iraq created domestic debate over American foreign and military policy.</p> <p>11.14.d The United States government continued to provide humanitarian assistance during international natural disasters and times of crises.</p> <p>11.14.e Control over natural resources continued to be a source of conflict and a motivation behind certain foreign policy actions and decisions.</p> <p>11.14.f The United States strove to balance pursuing national interests with attempts to address global political, economic, and social problems. Economic priorities were viewed in the context of international and domestic needs, as reflected in the national budget.</p> <p>11.14.g Emerging technologies continued to impact the economic, political, and social beliefs of individuals and nations and their increasing interactions with each other.</p> <p>11.14.h International trade, global business organizations, and overseas competition became significant factors affecting the United States economy and workforce.</p> <p>11.14.i Elected officials pursued significant reforms of health, welfare, and immigration policies within the United States.</p> <p>11.14.j Emerging technologies made a tremendous impact on cultural life, the</p>	<p>Global Connections and Exchange</p> <p>Time, Continuity, and Change</p> <p>Science, Technology, and Innovation</p> <p>Geography, Humans, and the Environment</p>	<p>1, 2, 4</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	economy, and politics from the individual, national, and global perspectives.		

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Grade 12: Participation in Government

“Participation in Government” introduces students to the principles of American democracy. Students will learn about their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Voting, political parties, the media, and the nature of elections will also be covered. Students will also investigate constitutional protections and their application. Lastly, students will study the process and formation of public policy.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>Philosophical Foundations and Comparative Perspectives</i>			
12.G1 The principles of American democracy are reflected in the Constitution and in the organization and actions of federal, state, and local government entities. This system of government was created to provide social, economic, and political stability and secure the protection of individual rights.	<p>12.G1.a Factors that led American colonists to revolt against British rule influenced American political values as illustrated in the Declaration of Independence and the Constitution.</p> <p>12.G1.b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.</p> <p>12.G1.c Enlightenment ideas, especially those of natural rights and representative government, greatly influenced the framers of the Constitution and Bill of Rights.</p> <p>12.G1.d The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation and allows the Constitution to evolve and change.</p> <p>12.G1.e Though controversial, the power and responsibility of the federal government have expanded over time, often shifting power and responsibility away from the states.</p>	<p>Civic Ideals and Practices</p> <p>Power, Authority, and Governance</p>	1, 5
12.G2 Different peoples, cultures, and nations hold varying assumptions and values about the purpose of government, the limits on government, and individual rights. There are distinguishing characteristics of United States democracy when compared to governments of other nations.	<p>12.G2.a Governments are formed to provide order and security, to protect and guarantee rights, to support the general health and welfare of citizens, and to foster the development of a stable economy.</p> <p>12.G2.b There are different forms of government in global politics that define the roles and responsibilities of citizenship differently and embrace contrasting philosophies on civil rights and liberties.</p> <p>12.G2.c Different styles and systems of government reflect the cultural values and history of a nation.</p> <p>12.G2.d The separation of powers between branches and the system of checks and balances are defining aspects of the United States government’s structure.</p> <p>12.G2.e The United States Constitution has</p>	<p>Civic Ideals and Practices</p> <p>Power, Authority, and Governance</p>	1, 2, 5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	influenced the political systems of other nations across time.		
<i>Rights, Responsibilities, and Duties of Citizenship</i>			
<p>12.G3 Active, engaged, and informed citizens are critical to the success of the United States representative democracy. Citizens have certain rights, responsibilities, and duties, including legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.</p>	<p>12.G3.a The Constitution and the Bill of Rights enumerate essential democratic and civic values in the United States.</p> <p>12.G3.b The right to vote is one of the most direct methods for citizens to participate in the government.</p> <p>12.G3.c Citizens have many rights that delineate legitimate interactions between citizens and between a citizen and the government.</p> <p>12.G3.d Citizens have certain duties and obligations to support and serve the government.</p> <p>12.G3.e Citizens have the right to represent their locality and country as elected officials at various levels of the government.</p> <p>12.G3.f Certain rights and responsibilities are extended not only to United States citizens, but also to persons residing within the United States.</p>	Civic Ideals and Practices	5
<p>12.G4 What it means to be a citizen and the paths to citizenship vary across nations, and the laws that govern citizenship reflect the cultural and political beliefs of a nation.</p>	<p>12.G4.a The Constitution confers United States citizenship on any person born in the United States or in a United States territory. This approach to citizenship is rare throughout most of the world, reflecting American history and values.</p> <p>12.G4.b Congressional legislation clearly delineates steps toward citizenship and legal residency. The different statuses of United States residency bring with them specific protections, rights, and responsibilities.</p> <p>12.G4.c Each state has the authority to determine eligibility for residency and therefore eligibility for privileges of that state.</p> <p>12.G4.d Historically, New York has served as a gateway for immigrants entering the United States, a position that has offered New York certain advantages while also creating challenges for the state.</p>	Civic Ideals and Practices	5
<p>12.G5 Students and individuals have distinct legal rights and responsibilities in school, the workplace, and other environments. It is important to understand the protection of rights and the extent of government power in these various settings.</p>	<p>12.G5.a Over the course of American history, the definition of civil rights has broadened, and the number of people and groups legally insured of these rights has also expanded.</p> <p>12.G5.b Equality before the law and due process are two fundamental values that apply to all United States citizens and legal residents.</p> <p>12.G5.c The judicial system is an integral part of the process that interprets and defends</p>	Civic Ideals and Practices	5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>citizens' rights.</p> <p>12.G5.d Rights are not absolute; they vary with location, as in schools and workplaces, and with circumstance.</p> <p>12.G5.e The right to address the government with grievances is an essential aspect of citizens' ability to defend their rights.</p> <p>12.G5.f Minors have specific rights in school, the workplace, and in the family.</p>		
<i>Voting and Participation in the Electoral Process</i>			
<p>12.G6 Understanding the electoral process, political parties, and the role of the individual citizen as a voter is an important skill for citizens in United States democracy. Voting is the pivotal form of political participation in a representative democracy.</p>	<p>12.G6.a Voting is the most direct form of political participation, but citizens can choose whether or not to vote in any given election for a variety of reasons.</p> <p>12.G6.b In addition to voting, there are many ways in which citizens can participate in the electoral process.</p> <p>12.G6.c The right to vote and processes for voting are regulated by federal and state laws.</p> <p>12.G6.d There are different processes and mechanisms within the United States electoral and representational systems, including the electoral college and winner-take all systems.</p> <p>12.G6.e In the United States, federal elections are won through pluralities and not necessarily majorities.</p> <p>12.G6.f Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system.</p> <p>12.G6.g The federal system allows for the election of direct representatives who serve defined populations and geographical regions.</p> <p>12.G6.h Engaged citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, who currently holds each office, who is running for office, how to register to vote, and what the central issues are pertaining to that election.</p>	Civic Ideals and Practices	1, 5
<p>12.G7 The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. The role of political parties and the platforms they represent vary among states in the United States.</p>	<p>12.G7.a Political parties play a major role in United States elections and politics, and different political philosophies and emerging parties were evident as early as the debates to ratify the Constitution.</p> <p>12.G7.b The United States has two major political parties and many smaller parties. The stability of the United States system is traditionally based on this bipartisan model.</p> <p>12.G7.c Political parties have platforms that delineate their beliefs and the programs they</p>	Power, Authority, and Governance	1, 5

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>hope to enact. The major political parties are umbrella organizations that try to incorporate diverse beliefs and positions that not all party members and supporters may embrace.</p> <p>12.G7.d In New York and across the country, the two major parties find their greatest support in distinctive regions. Smaller parties that are insignificant nationally play a larger role within New York.</p> <p>12.G7.e Citizens can register as a party member or select the status of independent.</p>		
Active Citizenship and Constitutional Protections			
<p>12.G8 The Constitution protects, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of belief. These protections enable active citizens to exercise their rights and express their beliefs.</p>	<p>12.G8.a Citizens must have certain universal rights and protections guaranteed to them in order to ensure the functionality of a democratic political system.</p> <p>12.G8.b The rights guaranteed in the first amendment are essential to the United States political system. These rights reflect critical and fundamental values.</p> <p>12.G8.c First amendment rights ensure an open and honest political system with the ability to self-reflect, adapt, and self-correct peacefully through due process.</p>	<p>Civic Ideals and Practices</p> <p>Power, Authority, and Governance</p>	<p>1, 5</p>
<p>12.G9 Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate political issues and perspectives.</p>	<p>12.G9.a Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view.</p> <p>12.G9.b An effective and open media should offer diverse and critical views of a political system.</p> <p>12.G9.c Freedom of the press has limits, which are intended to protect the rights of individuals and other entities.</p> <p>12.G9.d The media have different venues which have particular strengths and serve distinct and shared purposes.</p> <p>12.G9.e Knowing how to critically evaluate a media source is fundamental to being an informed citizen.</p>	<p>Civic Ideals and Practices</p>	<p>5</p>
Public Policy and Political Participation			
<p>12.G10 All levels of government – local, state, and federal – are involved in shaping public policy and responding to public policy issues. Engaged citizens understand how to find and evaluate information on public policy issues.</p>	<p>12.G10.a On various issues, certain levels of government are responsible for determining policy.</p> <p>12.G10.b Successful implementation of government policy often requires cooperation among many levels of government as well as other public and private institutions.</p> <p>12.G10.c Each level of government has its own process of shaping, implementing, amending, and enforcing public policy.</p>	<p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p>	<p>5</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>12.G10.d Conflict between different levels of government sometimes emerges due to different goals, ideas, and resources regarding creation and implementation of policy.</p> <p>12.G10.e Public policy plans and agendas are often laid out in executive addresses to the legislature that deal with issues as varied as education, defense, healthcare, welfare, and taxation.</p> <p>12.G10.f In creating public policy, legislators must balance regional and national needs, existing political positions and loyalties, and sources of political power.</p> <p>12.G10.g Public policies reflect regional and national beliefs as outlined in the federal and state constitutions.</p> <p>12.G10.h The United States multifaceted and broad media system offers an opportunity for citizens to research and educate themselves on a myriad of public policy issues.</p>		

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Grade 12: Economics, the Free Enterprise System, and Finance

“Economics, the Free Enterprise System, and Finance” examines the growth, development, and principles of the global economy. Students will compare and contrast the United States’ economic system with that of other countries. The concepts of supply and demand and the nature of the free enterprise system will be studied. Students will explore the roles and significance of companies, entrepreneurs, producers, consumers, and laborers, while probing into their part in international trade. The nature of both personal and large-scale finance, and the role of financial institutions, will be investigated. Finally, students will learn about how governments regulate and monitor fiscal and monetary policy.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>Living in a Global Economy</i>			
12.E1 Individuals have multiple roles in the global economy including those of consumer, producer, earner, borrower, and taxpayer. National economic and global economic trends affect individuals and families.	12.E1.a Individuals have multiple roles in the global economy including consumer, producer, earner, borrower, and taxpayer. In making economic decisions in any role, individuals should consider the set of opportunities they have, their preferences, and their resources (e.g. income and wealth). 12.E1.b External factors beyond an individual’s control can determine the set of opportunities available and thus impact economic decisions and actions. 12.E1.c Multiple goals and responsibilities influence the economic decision-making process.	Creation, Expansion, and Interaction of Economic Systems Civic Ideals and Practices	4
12.E2 The conflict between unlimited wants and scarce resources forces individuals and societies to make economic decisions among various goods and services, and every choice has an opportunity cost.	12.E2.a In economics, opportunity cost is defined as the value of the best forgone option. Choice is a challenge of pursuing the maximum positive benefit with the most efficient allocation of finite resources. 12.E2.b Factors of production (land, labor, capital) are the means of production. The quality and availability of these factors greatly influence an economy’s ability to produce. 12.E2.c Additional factors influence a society’s decisions regarding what to produce, how to produce it, and to whom to market it. 12.E2.d Many factors, those both under consumers’ control and external forces, influence consumers’ decisions regarding how to maximize their well-being.	Creation, Expansion, and Interaction of Economic Systems	4
<i>The United States Economic System</i>			
12.E3 There are a variety of economic systems in the world, and the United States operates within a mixed, free market economy characterized by competition and a limited role of government in economic affairs.	12.E3.a Different economic systems have distinct strengths and limitations, react differently to economic and political forces, and have different effects on their participants. 12.E3.b The United States economy is based on capitalism and the free flow of goods, services and capital, and labor. 12.E3.c Free and fair competition among individuals, companies, and industries is a	Creation, Expansion, and Interaction of Economic Systems	1, 4

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	<p>fundamental factor and determinant of success and failure in the United States economy.</p> <p>12.E3.d Despite claims that markets should operate free of government interference, some degree of regulation, oversight, or government control is desirable in markets to ensure free and fair competition and to limit unintended consequences that harm third parties.</p>		
<p>12.E4 The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced.</p>	<p>12.E4.a The conditions of supply and demand drive any capitalist system. Producers and consumers, influenced by these forces, make choices whose outcomes determine the availability of products and services and their prices.</p> <p>12.E4.b Producers compete with one another for resources based on supply and demand of those resources, and they also choose what to produce based on product market supply and demand.</p> <p>12.E4.c Consumers influence product availability through their purchasing power in the product market. Product market supply and demand influences product availability and pricing.</p> <p>12.E4.d External factors beyond the control of consumers and producers can impact and alter the anticipated results of supply and demand. These external forces can be very disruptive (e.g. a disruption in the supply of oil). Market prices will reflect the effect of the disruption. To avoid negative effects of such disruptions, government intervention may be necessary.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>
<p>12.E5 The United States and other market-based systems continually face challenges to which they must respond such as unemployment, poverty and wealth gaps, and the effects of globalization on international trade.</p>	<p>12.E5.a Unemployed workers face a personal crisis and represent a wasted human resource. The unemployment rate should be as low as is healthy for the economy. A very low unemployment rate may be seen as inflationary due to the upward pressure on prices. High unemployment rates reflect personal suffering and unrealized productive potential.</p> <p>12.E5.b Economic inequality is an inevitable consequence of free markets but gross inequalities clearly reflect distortions in society. The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. Thus the role that the United States government and economic system should play in decreasing this gap is debated as well.</p> <p>12.E5.c While increased globalization has opened the United States to new markets and</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Global Connections and Exchange</p>	<p>1, 2, 4</p>

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	<p>provided greater access to natural resources, increased fair or unfair competition from international industries and labor sources has also provided new challenges.</p> <p>12.E5.d Globalization has exposed the United States economy to many new forces and factors that are beyond the control of the government.</p>		
The Enterprise System			
<p>12.E6 Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices.</p>	<p>12.E6.a Economic freedom in the United States is an extension of the underlying principles of liberty.</p> <p>12.E6.b Private property and the ability to accumulate wealth are values and rights embraced by the United States economic system.</p> <p>12.E6.c The rule of law and due process should guarantee free and fair market processes in which businesses and individuals have the opportunity to take economic risks and must accept the consequences of their choices.</p> <p>12.E6.d Free enterprise requires some government regulation to ensure a fair system for producers and consumers and to limit unintended consequences that harm third parties.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Power, Governance, and Authority</p> <p>Civic Ideals and Practices</p>	1, 4
<p>12.E7 Entrepreneurialism, the practice of taking risks and exploring opportunities to launch a new business or organization, is a strong American economic value, and has resulted in a variety of large and small businesses active in the United States. Globalization has exerted strong and transformative effects on United States businesses.</p>	<p>12.E7.a Entrepreneurs, past and present, have played a significant role in the United States economy throughout our history. They create technological and market innovations.</p> <p>12.E7.b Successful enterprises require innovative ideas, good products/services, and a carefully constructed business model.</p> <p>12.E7.c The United States economy encourages entrepreneurialism as an important factor behind healthy economic growth.</p> <p>12.E7.d Regulations help to create a fair market environment within which entrepreneurialism can flourish.</p> <p>12.E7.e Globalization creates new economic opportunities for some, while increasing competition and creating challenges for others.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>Global Connections and Exchange</p> <p>Science, Technology, and Innovation</p>	1, 4
<p>12.E8 The composition of the workforce is diverse in the United States and the roles of women, minorities, immigrants, children, and the elderly in the workforce have changed over time. The relationship between labor and management and the rights of workers is influenced by labor</p>	<p>12.E8.a The diverse sources of labor in the United States offer a rich supply of skills and talents. This competition can serve to keep wages competitive and healthy.</p> <p>12.E8.b The United States economy requires both skilled and unskilled workers. As the United States economy has evolved from agrarian to industrial and then to an information economy, the balance has shifted</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	1, 4

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<p>laws, unions, and employment contracts.</p>	<p>to requiring a more highly skilled and educated workforce.</p> <p>12.E8.c Workers who are able to influence the direction of a company through input often demonstrate higher work performance and dedication than those who are unable to, yielding better results for a company and themselves.</p> <p>12.E8.d The broadening of economic opportunities for different groups has coincided with the expansion of civil rights and social opportunities. Increased economic opportunity has brought social and economic gains which, over time, have included greater economic strength and influence.</p> <p>12.E8.e The government’s role in regulating working conditions and protecting the right to bargain collectively has gradually empowered workers and provided balance to the power of employers.</p> <p>12.E8.f Labor laws and regulations protect workers from conditions or treatment that might infringe on workers’ individual rights.</p> <p>12.E8.g There are specific laws that protect the rights of children, the elderly, women, and other minorities in the workforce.</p> <p>12.E8.h Labor unions and their roles have evolved over time, as has society’s and the government’s view of them.</p>		
Money, Finance, and Personal Finance			
<p>12.E9 Modern economies use money to compare the value of goods and services, to trade, to borrow, save, and invest. Money functions as a medium of exchange, and as a measure and store of value.</p>	<p>12.E9.a Money is a mechanism used to track economic activity and progress.</p> <p>12.E9.b A country’s economy is tracked and evaluated in terms of money.</p> <p>12.E9.c Many factors impact the value accorded to money. Loss of faith in a currency can have a devastating impact on an economy.</p> <p>12.E9.d Factors beyond the borders of a nation can impact the strength and value of its currency.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>
<p>12.E10 A successful economy depends on individuals making informed decisions regarding personal financial matters. Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting and investment strategies.</p>	<p>12.E10.a Finance refers to the managing of money. Different principles of financing are required for individuals/families, corporations, states, and countries.</p> <p>12.E10.b Sound financing practices take into account income and expenditures, the present and the future, and risk factors when setting goals and budgeting for anticipated needs.</p> <p>12.E10.c Effectively managed budgets and investments should yield positive results; however, certain external factors can</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>

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	<p>negatively impact sound planning.</p> <p>12.E10.d Debt obligations can be addressed gradually over time, but they cannot be ignored.</p>		
<p>12.E11 Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the impact of personal debt, and the role and impact of interest when considering the cost of money, purchases, and loans.</p>	<p>12.E11.a Financial credit is the trust earned in order to secure short-term and long-term loans. Most transactions within an economy require a certain level of credit between two or more parties in order for a successful transfer of funds to occur.</p> <p>12.E11.b There are many different kinds of credit, each offering certain advantages over others depending on the situation.</p> <p>12.E11.c Debt refers to the money one party owes another. Usually debts carry with them the burden of interest.</p> <p>12.E11.d Interest is the fee charged for borrowing money. Interest usually compounds with time. Bank accounts earn interest because deposits are a form of a loan to a bank.</p> <p>12.E11.e Debts serve particular needs and, when managed well, can lead to positive outcomes which add value to an individual's, a company's, or an economy's wealth. A poorly managed debt burden can have the opposite effect.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>
<p>12.E12 Financial institutions such as banks, financial markets, or stocks and bonds, offer consumers risks and rewards in personal financial decisions.</p>	<p>12.E12.a Banks are important components of a healthy financial system. Faith in banks and saving money with them allow banks to circulate money and facilitate financial opportunities throughout the economy in the form of loans for investments.</p> <p>12.E12.b There are different kinds of banks, each offering a variety of products and services for consumers and businesses.</p> <p>12.E12.c Stocks represent shares of a company. This form of investment allows one to accrue wealth through the receipt of dividends and increased value of a stock. Stock values go up and down. There is real risk involved in buying and selling stocks.</p> <p>12.E12.d Bonds are loans to a company or a government to be repaid with interest. Bonds are often issued to provide financing for an investment or capital improvement. Some companies or governments default (fail to pay). There is real risk involved in buying and selling bonds.</p> <p>12.E12.e All investments carry with them certain risks and rewards. Greater rewards usually come with higher risks.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>

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	<p>12.E12.f Successful investment brings positive results to the creditors and the borrowers and increases overall value for the economy. For unsuccessful ventures, the opposite is true.</p> <p>12.E12.g Government regulation is required to ensure fair, transparent, honest transactions, and thus the successful functioning of different financial markets. The extent of necessary and proper regulation, however, is controversial.</p> <p>12.E12.h External factors beyond the expectations of creditors and debtors can affect the outcome of investments and financial transactions.</p>		
Setting Fiscal and Monetary Policy			
<p>12.E13 Economic policy makers face considerable challenges including unemployment, problems with environmental resources, and inflation or deflation. Globalization and increased economic interdependence affect the United States overall economy significantly.</p>	<p>12.E13.a Unemployment is never static. The government can intervene to deal with an unemployment problem.</p> <p>12.E13.b The government must accurately track inflation and its causes when setting monetary policy. Limited inflation is natural, but deflation or high inflation destabilizes financial markets.</p> <p>12.E13.c Steady access to resources is essential to stable production flow. Policy makers need to anticipate these needs and create policy which balances companies' needs for resources with the costs of unintended consequences that harm third parties.</p> <p>12.E13.d A nation's economy is evaluated according to many statistics. The GDP and its quarterly and yearly fluctuation is one important indicator.</p> <p>12.E13.e Certain policies have the goal of protecting one nation's economic interests without consideration of or at a cost to other national economies. Unhealthy and detrimental competitions can emerge between nations.</p> <p>12.E13.f Globalization and external forces and factors beyond the control of policy makers often affect well-planned policies, requiring policy makers to revisit and refine policies.</p> <p>12.E13.g Global interdependence affects the strategies and economic health of businesses and industries.</p> <p>12.E13.h International organizations that are responsible for managing, regulating, and enforcing certain aspects of the global economy have influence over United States businesses and industries and their actions.</p>	<p>Creation, Expansion, and Interaction of Economic Systems</p>	<p>4</p>
<p>12.E14 The president and Congress play an important role in developing fiscal policy by</p>	<p>12.E14.a The president and the two houses of Congress negotiate over spending and taxing priorities when creating the annual budget.</p>	<p>Creation, Expansion, and Interaction of</p>	<p>1, 4</p>

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<p>establishing a federal budget, determining federal spending priorities, and enacting taxes.</p>	<p>12.E14.b Government fiscal policy is determined by budget priorities and policies. Fiscal policy has ramifications throughout the economy which impact businesses, industries, and individuals.</p> <p>12.E14.c The executive and legislative branches have bureaucratic structures to help track the economy so policy will be based on accurate information.</p> <p>12.E14.d Federal expenditures include national defense, social services, entitlement programs, infrastructure development, running the government, and debt payments.</p> <p>12.E14.e Taxes are the greatest source of income for most levels of government. Tax policy and the projected tax revenue from that policy are a part of the calculations used in creating the federal budget.</p> <p>12.E14.f Tax policies, especially tax breaks and credits, influence private sector spending, saving, and investment.</p> <p>12.E14.g Some taxes are clearly levied to cover certain programs whereas other taxes are considered general revenue.</p> <p>12.E14.h The extent and rate at which to levy taxes on citizens and companies is a very controversial element in creating the budget.</p>	<p>Economic Systems</p>	
<p>12.E15 United States monetary policy is regulated by the Federal Reserve, which determines the size and rate of growth of the money supply in the United States. The Federal Reserve works to promote sustainable economic growth while maintaining a stable price level.</p>	<p>12.E15.a Monetary policy, or the government’s management of the money supply, is often structured to address issues of unemployment or inflation.</p> <p>12.E15.b The Federal Reserve is the governmental structure that is most responsible for managing the nation’s monetary policy.</p> <p>12.E15.c The Federal Reserve shoulders the responsibility of trying to manage monetary policy to keep inflation and unemployment low while encouraging stable growth.</p> <p>12.E15.d The Federal Reserve’s greatest tool in managing the economy is the regulation of the interest rate that banks charge one another for short-term (usually overnight) loans called the federal funds rate.</p>	<p>Power, Authority, and Governance</p>	<p>1, 4</p>