

# 1 The Global Heritage of the American People Prior To 1500

## History and the Social Sciences: The Study of People

- 1.1.1 To understand the social scientific method and techniques used by social scientists to study human cultures
- 1.1.2 To understand how the social scientific method and techniques can be applied to a variety of situations and problems
- 1.1.3 To formulate social science questions and define social science issues and problems

## Geographic Factors Influence Culture

- 1.2.1 To describe the relationships between people and environments and the connections between people and places
- 1.2.2 To describe the reasons for periodizing history in different ways
- 1.2.3 To map information about people, places, and environments
- 1.2.4 To identify and compare the physical, human, and cultural characteristics of different regions and people
- 1.2.5 To understand the geography of settlement patterns and the development of cultural patterns

## Iroquoian and Algonquian Cultures on the Atlantic Coast of North America

- 1.3.1 To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- 1.3.2 To map information about people, places, and environments
- 1.3.3 To understand the worldview held by native peoples of the Americas and how that worldview developed
- 1.3.4 To understand the ways different people view the same event or issues from a variety of perspectives

## European Conceptions of the World in 1500

- 1.4.1 To understand the worldview held by Europeans prior to 1500
- 1.4.2 To understand the ways different people view the same event or issues from a variety of perspectives

# 2 European Exploration and Colonization of the Americas

## European Exploration and Settlement

- 2.1.1 To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes
- 2.1.2 To understand the impacts of European settlement on Native American Indians and Europeans
- 2.1.3 To investigate why people and places are located where they are located and what patterns can be perceived in these locations
- 2.1.4 To understand the ways different people view the same event or issues from a variety of perspectives

## Colonial Settlement: Geographic, Political, and Economic Factors

- 2.2.1 To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period
- 2.2.2 To investigate why people and places are located where they are located and what patterns can be perceived in these locations
- 2.2.3 To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources
- 2.2.4 To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs

## Life in Colonial Communities

- 2.3.1 To understand how European and other settlers adapted to life in the American colonies
- 2.3.2 To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious
- 2.3.3 To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies
- 2.3.4 To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
- 2.3.5 To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems
- 2.3.6 To analyze how values of a people affect the guarantee of civil rights and make provision for human needs

# 3 A Nation is Created

## Background Causes of the American Revolution

- 3.1.1 To understand the economic, political, and social causes of the American Revolution
- 3.1.2 To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
- 3.1.3 To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- 3.1.4 To consider the nature and evolution of a constitutional democracy

## The Shift from Protest to Separation

- 3.2.1 To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence
- 3.2.2 To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
- 3.2.3 To consider the nature and evolution of constitutional democracies

## Early Attempts to Govern the Newly Independent States

- 3.3.1 To understand how the colonists attempted to establish new forms of self-government
- 3.3.2 To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 3.3.3 To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
- 3.3.4 To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents

## Military and Political Aspects of the Revolution

- 3.4.1 To understand how the colonists were able to unite against British power to win a major military and political victory
- 3.4.2 To understand how events on the national level influenced and affected New Yorkers
- 3.4.3 To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups
- 3.4.4 To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

## Economic, Political, and Social Changes Brought About by the American Revolution

- 3.5.1 To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation
- 3.5.2 To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs

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# 3 A Nation is Created

## **Economic, Political, and Social Changes Brought About by the American Revolution, continued**

- 3.5.3** To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions
- 3.5.4** To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- 3.5.5** To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

# 4 Experiments in Government

## The Articles of Confederation and the Critical Period

- 4.1.1 To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation
- 4.1.2 To consider the nature and evolution of constitutional democracies

## The New York State Constitution of 1777

- 4.2.1 To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution
- 4.2.2 To compare and contrast the development and evolution of the United States and New York State constitutions
- 4.2.3 To understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority

## The Writing, Structure, and Adoption of the United States Constitution

- 4.3.1 To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place
- 4.3.2 To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
- 4.3.3 To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution
- 4.3.4 To compare and contrast the development and evolution of the constitutions of the United States and New York State
- 4.3.5 To define federalism and describe the powers granted to the national and state governments by the United States Constitution

# 5 Life in the New Nation

## New Government in Operation

- 5.1.1** To understand how the new nation established itself and began to operate
- 5.1.2** To understand how political parties emerged in response to concerns at the local, state, and national levels
- 5.1.3** To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice
- 5.1.4** To understand the relationship between and the relative importance of United States domestic and foreign policies over time
- 5.1.5** To analyze the role played by the United States in international politics, past and present
- 5.1.6** To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- 5.1.7** To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems
- 5.1.8** To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States

## The Age of Jackson

- 5.2.1** To understand how an American consciousness began to develop during Jackson’s administration
- 5.2.2** To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
- 5.2.3** To describe how ordinary people and famous historic figures in the local community, the state, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents
- 5.2.4** To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- 5.2.5** To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions

## Preindustrial Age: 1790 – 1860s

- 5.3.1** To understand the way of life of an agrarian society
- 5.3.2** To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy
- 5.3.3** To describe historic events through the eyes and experiences of those who were there
- 5.3.4** To explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans
- 5.3.5** To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems
- 5.3.6** To understand how scarcity requires people and nations to make choices that involve costs and future considerations

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# 5 Life in the New Nation

## Preindustrial Age: 1790-1860s, continued

- 5.3.7** To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions
- 5.3.8** To describe the relationships between people and environments and the connections between people and places
- 5.3.9** To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems

# 6 Division and Reunion

## Underlying Causes of the Civil War

- 6.1.1** To understand the series of events and resulting conditions that led to the American Civil War
- 6.1.2** To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- 6.1.3** To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s

## The Civil War Breaks Out

- 6.2.1** To understand the development and progress of the Civil War
- 6.2.2** To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant
- 6.2.3** To map information about people, places, and environments
- 6.2.4** To describe the relationships between people and environments and the connections between people and places
- 6.2.5** To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources

## Results of the Civil War

- 6.3.1** To understand how the Civil War affected the development of the postwar United States and influenced other countries
- 6.3.2** To describe how ordinary people and famous historic figures in the local community, the state, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents



# 7 An Industrial Society

## The Maturing of an Industrial Society in the Second Half of the 19th Century

- 7.1.1 To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services
- 7.1.2 To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- 7.1.3 To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth
- 7.1.4 To understand how scarcity requires people and nations to make choices that involve costs and future considerations
- 7.1.5 To understand how people in the United States and throughout the world are both producers and consumers of goods and services

## Changes in the Social Structure Altered the American Scene

- 7.2.1 To understand how industrialization altered the traditional social pattern of American society and created a need for reform
- 7.2.2 To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 7.2.3 To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
- 7.2.4 To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- 7.2.5 To describe historic events through the eyes and experiences of those who were there
- 7.2.6 To understand how scarcity requires people and nations to make choices that involve costs and future considerations

## The Progressive Movement, 1900 – 1920: Efforts to Reform the New Society

- 7.3.1 To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions
- 7.3.2 To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 7.3.3 To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- 7.3.4 To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
- 7.3.5 To describe historic events through the eyes and experiences of those who were there

# **8 The United States as an Independent Nation in an Increasingly Interdependent World**

## **The United States Expands its Territories and Builds an Overseas Empire**

- 8.1.1** To understand how and why the United States grew during the 19th century
- 8.1.2** To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad
- 8.1.3** To describe the reasons for periodizing history in different ways
- 8.1.4** To understand the relative importance of United States domestic and foreign policies over time
- 8.1.5** To analyze the role played by the United States in international politics, past and present
- 8.1.6** To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts

## **The United States Begins to Take a Role in Global Politics**

- 8.2.1** To understand how American relations with other nations developed between the end of the Civil War and the end of World War I
- 8.2.2** To describe the reasons for periodizing history in different ways
- 8.2.3** To understand the relative importance of United States domestic and foreign policies over time
- 8.2.4** To analyze the role played by the United States in international politics, past and present
- 8.2.5** To describe the relationships between people and environments and the connections between people and places

# 9 The United States Between the Wars

## The Roaring Twenties Reflected the Spirit of the Postwar Period

- 9.1.1** To understand the economic, social, and political development of America in the period between World War I and World War II
- 9.1.2** To understand the relative importance of United States domestic and foreign policies over time
- 9.1.3** To analyze the role played by the United States in international politics, past and present
- 9.1.4** To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
- 9.1.5** To understand how people in the United States and throughout the world are both producers and consumers of goods and services

## The Great Depression

- 9.2.1** To understand the economic, political, and social impacts of the Great Depression on the United States
- 9.2.2** To understand the economic, political, and social changes that took place in the world during the 1930s
- 9.2.3** To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- 9.2.4** To understand how scarcity requires people and nations to make choices that involve costs and future considerations
- 9.2.5** To evaluate economic data by differentiating fact from opinion and identifying frames of reference
- 9.2.6** To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions

# 10 The United States Assumes Worldwide Responsibilities

## World War II

- 10.1.1** To understand why World War II began and how it changed the lives of millions of people
- 10.1.2** To be aware of the much different world left as a legacy of World War II
- 10.1.3** To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 10.1.4** To understand the relative importance of United States domestic and foreign policies over time
- 10.1.5** To analyze the role played by the United States in international politics, past and present
- 10.1.6** To describe historic events through the eyes and experiences of those who were there

## The United States As Leader of the Free World

- 10.2.1** To understand why the United States assumed a leadership role in the post-World War II world
- 10.2.2** To appreciate the historical background for the formation of United States foreign policy of this era
- 10.2.3** To understand the relative importance of United States domestic and foreign policies over time
- 10.2.4** To analyze the role played by the United States in international politics, past and present

## The United States in the Post-Cold War World

- 10.3.1** To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era
- 10.3.2** To understand the relative importance of United States domestic and foreign policy over time
- 10.3.3** To analyze the role played by the United States in international politics, past and present

# 1 1 The Changing Nature of the American People from World War II to the Present

## **Postwar Society Characterized by Prosperity and Optimism**

- 11.1.1** To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States
- 11.1.2** To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 11.1.3** To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

## **The United States Begins a New Century**

- 11.2.1** To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century
- 11.2.2** To investigate problems and opportunities the United States faces in its immediate future