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This document represents the continued commitment of the school district to develop and define its instructional program. The staff members working on this project are to be commended for the time, effort and deliberation given to the area of curriculum revision.

Appreciation is extended to the staff listed below for their service on the curriculum review committee and for their help in constructing this course of study:

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Elementary Curriculum Coordinator
Lancaster City Schools

The Vision
Lancaster City Schools will prepare, inspire, and empower all students to be life-long learners and socially responsible citizens who are able to communicate and meet the challenges of an ever-changing global society.

The Mission
Lancaster City Schools, the Place to Be for Learning, Caring, Succeeding
LANCASTER CITY SCHOOLS

EDUCATIONAL PHILOSOPHY

The School Board believes in the dignity and uniqueness of each student and recognizing their inherent differences, endeavors to provide a broad curriculum enabling students to reach their maximum potential.

Success in education necessitates a curriculum that focuses upon learning that emphasizes multiple learning styles, differentiation and encompasses a variety of teaching methods.

Mental and emotional development begins at birth and continues throughout life. Each of our schools must strive to create an atmosphere which fosters healthy and productive attitudes toward education and which encourages a life-long interest in learning.

The Lancaster City Schools are committed to:

1. fostering a 21st century learning environment that focuses on reading, writing, mathematics, historical perspective, scientific inquiry, technology, arts, culture, health and wellness, and social-emotional areas to meet or exceed a mastery level so that students grow and develop;

2. learning and using 21st Century skills which include critical thinking, creative thinking, collaborating and communication;

3. encouraging and valuing creativity, personal enrichment, perseverance, self-determination and effort;

4. providing healthy approaches that enable students to define their individuality;

5. fostering attitudes of acceptance and respect for the ideas, beliefs and goals of others;

6. modeling social responsibility so that every student contributes to their community in a positive way;

Our ultimate goal is to generate graduates of the Lancaster City Schools who are college/career ready and, as adults, will stand confidently, participate fully, learn continually and contribute meaningfully to our world.
LANCASTER CITY SCHOOLS

GOALS AND OBJECTIVES

The goal of this school system is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually and contribute meaningfully to our world.

To achieve the desired, five equally important objectives with desired outcomes will be incorporated into our curriculum planning.

1. To ensure that each student develops mastery in academic skills.
2. To ensure that each student develops the capacity to recognize and analyze current and future challenges and opportunities.
3. To ensure the development of meaningful interpersonal relationships among students, staff and community.
4. To ensure that staff, students and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of all stakeholders.
5. To ensure maximum efficiency in the allocation of human and material resources.
LANCASTER CITY SCHOOLS

PHILOSOPHY OF SOCIAL STUDIES

Social studies are concerned with the study of social relationships and the functioning of society. These topics are also known as the social sciences because one must study them through observations and investigation in order to reach logical conclusions. Social studies include history, government, economics, geography, anthropology, sociology and psychology.

The mission of the social studies department is to prepare students to participate productively and responsibly in a rapidly changing, technological and global society. Recognizing the interdependence of the world community, students will develop a sense of global awareness and an understanding of how they fit into the local community, county, state, country, and world.

The social studies curriculum is designed to be meaningful and engaging to ensure that all students are actively and meaningfully engaged in meeting high standards of academic success. Students will not only master the content information, but also the higher-order critical thinking skills they will need to master other content after high school. Members of the social studies department will use a variety of formative assessments (assessing for learning) and summative assessment (assessing of learning) to assist in the learning process.
Pupil Evaluation Methods:

The Social Studies Department uses a variety of best-practice methods of evaluation. Some of those procedures are the following:

- Homework
- Observation
- Pupil-teacher conferences
- Presentations
- Written assignments
- Peer evaluation
- Self evaluation
- Formative and Summative assessments
- Quizzes
- Exit tickets
- Projects
Grade K
### Strand: History  

### Topic: Historical Thinking and Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

### Theme:

**A Child’s Place in Time and Space**

### Content Statement:

1. Time can be measured.

### Content Elaborations:

- Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today and tomorrow.
- These early skills are foundational to an understanding of chronological order and timelines.

### Expectation for Learning:

Use chronological vocabulary correctly.
**Strand:** History

**Topic:** Historical Thinking and Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

**Theme:**

A Child’s Place in Time and Space

**Content Statement:**

2. Personal History can be shared through stories and pictures.

**Content Elaborations:**

- As children begin developing a sense of time, they can practice talking about their own personal life history (e.g., birth, toddler and preschool).
- At this level, children begin to share their personal histories by talking and through other representations and play.

**Expectation for Learning:**

Communicate personal history through stories and pictures.
**Lancaster City Schools**  
Social Studies Course of Study  
Grade K

<table>
<thead>
<tr>
<th>Strand: History</th>
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</thead>
</table>

**Topic: Heritage**

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

**Theme:**  
A Child’s Place in Time and Space

**Content Statement:**

3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.

**Content Elaborations:**

- Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through the arts, customs, traditions, family celebrations and language of a group of people.
- Children have opportunities to share family customs, traditions and celebrations to develop cultural awareness.
- Children can talk about the significance of family celebrations and talk about why they are important.

**Expectation for Learning:**

Discuss art, customs, traditions, family celebrations and language that reflect cultural heritage.
Strand: **History**

**Topic:** Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

**Theme:**

**A Child’s Place in Time and Space**

**Content Statement:**

4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

**Content Elaborations:**

- Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.
- Children begin to recognize the symbols of the United States and understand that nations are represented by symbols and practices. The American flag is the most commonly recognized symbol. Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and singing the National Anthem.

**Expectation for Learning:**

Recognize the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.
## Strand: Geography

### Topic: Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

### Theme:

**A Child’s Place in Time and Space**

### Content Statement:

5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

### Content Elaborations:

- A foundational concept for spatial thinking is relative location (the location of a place relative to other places).
- Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store, etc.
- Terms related to direction and distance include up/down, over/under, here/there, front/back, behind/in front of.
- Children also should be able to use symbols such as letters, numbers, logos, street signs and addresses as well as landmarks like hospitals, schools, fire departments, etc., to talk about relative location.

### Expectation for Learning:

Describe the relative location of a familiar place using appropriate terms.
<table>
<thead>
<tr>
<th><strong>Strand:</strong> Geography</th>
</tr>
</thead>
</table>

**Topic:** Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

**Theme:**

A Child’s Place in Time and Space

**Content Statement:**

6. Models and maps represent real places.

**Content Elaborations:**

- Building on the concept of relative location, children begin to understand that familiar places can be described using models and maps.
- Children can practice making models and maps of places like the classroom, the school, the playground, their home, their room or another familiar place.
- This is a foundational concept for children being able to locate and identify places on maps in grade one.

**Expectation for Learning:**

Create models and maps of real places.
**Strand: Geography**

**Topic: Human Systems**

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

**Theme:**

**A Child’s Place in Time and Space**

**Content Statement:**

7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

**Content Elaborations:**

- Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.
- Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.

**Expectation for Learning:**

Identify natural resources that are used in the children’s daily lives.
<table>
<thead>
<tr>
<th>Strand: Geography</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic: Human Systems</strong></td>
</tr>
<tr>
<td>Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.</td>
</tr>
<tr>
<td><strong>Theme:</strong></td>
</tr>
<tr>
<td>A Child’s Place in Time and Space</td>
</tr>
<tr>
<td><strong>Content Statement:</strong></td>
</tr>
<tr>
<td>8. Individuals are unique but share common characteristics of multiple groups.</td>
</tr>
<tr>
<td><strong>Content Elaborations:</strong></td>
</tr>
</tbody>
</table>
| • Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.  
• Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups). |
| **Expectation for Learning:** |
| Identify ways that individuals in the family, school and community are unique and ways that they are the same. |
Lancaster City Schools  
Social Studies Course of Study  
Grade K

**Strand: Government**

**Topic: Civic Participation and Skills**

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

**Theme:**

A Child’s Place in Time and Space

**Content Statement:**

9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

**Content Elaborations:**

- Each person in the home, school and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.
- For example, children can share responsibilities to take care of a classroom garden.

**Expectation for Learning:**

Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.
### Strand: Government

#### Topic: Rules and Laws

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

#### Theme:

**A Child’s Place in Time and Space**

#### Content Statement:

10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

#### Content Elaborations:

- Authority figures such as parents, principals, teachers and police officers use rules for particular settings.
- Rules are established to provide order, security and safety.

#### Expectation for Learning:

Explain the purpose for rules at home and in the school and community.
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<thead>
<tr>
<th>Strand: Economics</th>
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<tbody>
<tr>
<td>Topic: Scarcity</td>
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<tr>
<td>There are not enough resources to produce all the goods and services that people desire.</td>
</tr>
<tr>
<td>Theme:</td>
</tr>
<tr>
<td>A Child’s Place in Time and Space</td>
</tr>
<tr>
<td>Content Statement:</td>
</tr>
<tr>
<td>11. People have many wants and make decisions to satisfy those wants. These decisions impact others.</td>
</tr>
<tr>
<td>Content Elaborations:</td>
</tr>
<tr>
<td>• People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.</td>
</tr>
<tr>
<td>• For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.</td>
</tr>
<tr>
<td>Expectation for Learning:</td>
</tr>
<tr>
<td>Explain how a decision about an individual want can impact others.</td>
</tr>
</tbody>
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**Lancaster City Schools**  
Social Studies Course of Study  
Grade K

<table>
<thead>
<tr>
<th>Strand: Economics</th>
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**Topic: Production and Consumption**

Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

**Theme:**

*A Child’s Place in Time and Space*

**Content Statement:**

12. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.

**Content Elaborations:**

- Goods are objects that satisfy people’s wants, such as:
  - Bicycles;
  - Books;
  - Gasoline;
  - Clothing; and
  - Toys.

- Services are activities performed by people, firms or government agencies to satisfy economic wants, such as:
  - Fast food (food service);
  - Doctors (medical services);
  - Lawn care (lawn fertilizing and cutting service);
  - Pet sitting (pet feeding and walking);
  - Banks (money holding and check cashing);
  - Auto repair (repair)

**Expectation for Learning:**

Identify goods and services.
<table>
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**Topic: Historical Thinking and Skills**

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

**Theme:**

*Families Now and Long Ago, Near and Far*

**Content Statement:**

1. Time can be divided into categories (e.g., months of the year, past, present and future.

**Content Elaborations:**

- Children build conceptually toward an understanding of chronological order, which is introduced in grade two.
- Children distinguish between the past, present and future as they talk about events from their own daily lives.
- Children begin to use vocabulary that supports their understanding of the divisions of time such as months of the year, past, present and future.

**Expectation for Learning:**

Use vocabulary correctly to distinguish categories of time.
## Strand: History

### Topic: Historical Thinking and Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

### Theme:

**Families Now and Long Ago, Near and Far**

### Content Statement:

2. Photographs, letters, artifacts and books can be used to learn about the past.

### Content Elaborations:

- Photographs, letters, artifacts and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.
- At this level, children begin to talk about family photographs, letters, artifacts and books to learn about their past, if these resources are available.

### Expectation for Learning:

Use photographs, letters, artifacts and books to communicate information and draw conclusions about the past.
### Strand: History

**Topic**: Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

**Theme**: Families Now and Long Ago, Near and Far

**Content Statement**: 3. The way basic human needs are met has changed over time.

**Content Elaborations**: 
- Humans need food, clothing and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed.
- For example, in the past, people worked to provide their family with food, clothing and shelter; they worked to survive. Family members today work at jobs where they earn money to purchase basic needs.

**Expectation for Learning**: Compare the way families met basic needs in the past with the way they are met today.
## Strand: Geography

### Topic: Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Children need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

### Theme:

**Families Now and Long Ago, Near and Far**

### Content Statement:

4. Maps can be used to locate and identify places.

### Content Elaborations:

- Maps are representations of areas on the earth’s surface.
- Children can use simple maps and models to locate familiar places in the classroom, school or neighborhood.
- Children also can be introduced to maps of the local community, Ohio and the United States.

### Expectation for Learning:

Use maps to locate and identify familiar places in the classroom, school or neighborhood.
Lancaster City Schools  
Social Studies Course of Study  
Grade 1

<table>
<thead>
<tr>
<th>Strand: Geography</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Places and Regions</td>
</tr>
<tr>
<td>A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.</td>
</tr>
<tr>
<td><strong>Theme:</strong></td>
</tr>
<tr>
<td>Families Now and Long Ago, Near and Far</td>
</tr>
<tr>
<td><strong>Content Statement:</strong></td>
</tr>
<tr>
<td>5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</td>
</tr>
<tr>
<td><strong>Content Elaborations:</strong></td>
</tr>
<tr>
<td>• Places are locations having distinctive characteristics, which give them meaning and character and distinguish them from other locations.</td>
</tr>
<tr>
<td>• For grade one students, physical features can include lakes, rivers, hills, mountains and forests.</td>
</tr>
<tr>
<td>• Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, houses and traffic signs/signals.</td>
</tr>
<tr>
<td><strong>Expectation for Learning:</strong></td>
</tr>
<tr>
<td>Compare physical and human characteristics of different places in the local community.</td>
</tr>
</tbody>
</table>
### Strand: Geography

#### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

#### Theme:

**Families Now and Long Ago, Near and Far**

#### Content Statement:

6. Families interact with the physical environment differently in different times and places.

#### Content Elaborations:

- People depend on the physical environment for food, clothing, shelter, transportation and recreation.
- Families interact differently with the physical environment based upon times (past and present) and places (different physical environments).
- For example, families in Alaska used to light their homes with whale oil. Today, most of the homes use electricity.

#### Expectation for Learning:

Describe the way families in different places interact with the physical environment.

Compare the way families interacted with the physical environment in the past with the way they interact today.
### Strand: Geography

#### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

#### Theme:

**Families Now and Long Ago, Near and Far**

#### Content Statement:

7. Diverse cultural practices address basic human needs in various ways and may change over time.

#### Content Elaborations:

- Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.
- Basic human needs of food, clothing, shelter, language and artistic expression are met in a variety of ways that are shaped by the culture.
- Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances.
- For example, water buffalo are used to plow agricultural fields in many places in Asia today, because they are adapted to humid environments and do not necessarily need water to thrive. In North America, horses were used to plow agricultural fields, but tractors are widely used today.
- Note: Culture is a sensitive topic. Teachers and children need to respect and honor diversity among cultural groups.

#### Expectation for Learning:

Describe how different cultures satisfy basic needs and how this may change over time.
<table>
<thead>
<tr>
<th>Strand: Government</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Civic Participation and Skills</td>
</tr>
<tr>
<td>Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.</td>
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<tr>
<td><strong>Theme:</strong></td>
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<tr>
<td>Families Now and Long Ago, Near and Far</td>
</tr>
<tr>
<td><strong>Content Statement:</strong></td>
</tr>
<tr>
<td>8. Individuals are accountable for their actions.</td>
</tr>
<tr>
<td><strong>Content Elaborations:</strong></td>
</tr>
<tr>
<td>- Children learn that individuals accept personal responsibility for their actions.</td>
</tr>
<tr>
<td><strong>Expectation for Learning:</strong></td>
</tr>
<tr>
<td>Demonstrate accountability for personal actions.</td>
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<tr>
<td>Strand: Government</td>
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<tr>
<td>Families Now and Long Ago, Near and Far</td>
</tr>
<tr>
<td>Content Statement:</td>
</tr>
<tr>
<td>9. Collaboration requires group members to respect the rights and opinions of others.</td>
</tr>
<tr>
<td>Content Elaborations:</td>
</tr>
<tr>
<td>• As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated.</td>
</tr>
<tr>
<td>• This builds to an understanding of perspective and concern for the common good in later grades.</td>
</tr>
<tr>
<td>Expectation for Learning:</td>
</tr>
<tr>
<td>Collaborate in a way that demonstrates respect for the rights and opinions of others.</td>
</tr>
</tbody>
</table>
### Strand: Government

#### Topic: Rules and Laws

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

#### Theme:

**Families Now and Long Ago, Near and Far**

#### Content Statement:


#### Content Elaborations:

- In Kindergarten, children learned the purpose for rules in the home, school and community.
- In grade one, children build on that concept to understand that there are different rules in different settings.
- Children understand that rules need to be fair (justice for all parties and concern for the fair allocation of resources among diverse members of a community). There are consequences for breaking rules.

#### Expectation for Learning:

Explain why there are different rules for different settings.

Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.
<table>
<thead>
<tr>
<th>Strand: Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Scarcity</td>
</tr>
<tr>
<td>There are not enough resources to produce all the goods and services that people desire.</td>
</tr>
<tr>
<td>Theme:</td>
</tr>
<tr>
<td>Families Now and Long Ago, Near and Far</td>
</tr>
<tr>
<td>Content Statement:</td>
</tr>
<tr>
<td>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</td>
</tr>
<tr>
<td>Content Elaborations:</td>
</tr>
<tr>
<td>- Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices.</td>
</tr>
<tr>
<td>- For example, Johnny can buy a new bicycle or a new computer game, but does not have money for both.</td>
</tr>
<tr>
<td>Expectation for Learning:</td>
</tr>
<tr>
<td>Explain how and why people must make economic choices.</td>
</tr>
<tr>
<td>Strand: Economics</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Topic:</strong> Production and Consumption</td>
</tr>
<tr>
<td>Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.</td>
</tr>
<tr>
<td><strong>Theme:</strong></td>
</tr>
<tr>
<td>Families Now and Long Ago, Near and Far</td>
</tr>
<tr>
<td><strong>Content Statement:</strong></td>
</tr>
<tr>
<td>12. People produce and consume goods and services in the community.</td>
</tr>
<tr>
<td><strong>Content Elaborations:</strong></td>
</tr>
</tbody>
</table>
| • People in the community work at jobs where they produce goods and services.  
  o Goods are objects that are capable of satisfying people’s wants (e.g., homes, cars, furniture, food, clothing).  
  o Services are actions that are capable of satisfying people’s wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting). |
| • People also are consumers in the community. Consumer wants are satisfied by using goods and services. |
| • People can be both producers and consumers. |
| **Expectation for Learning:** |
| Demonstrate how people are producers and consumers in the community. |
Strand: Economics

Topic: Markets

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

Theme:

Families Now and Long Ago, Near and Far

Content Statement:

13. People trade to obtain goods and services they want.

Content Elaborations:

- Goods are objects that are capable of satisfying people's wants (e.g., homes, cars, furniture, food, clothing).
- Services are actions that are capable of satisfying people's wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting).
- Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.

Expectation for Learning:

Explain why people trade.
### Strand: Economics

### Topic: Financial Literacy

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

### Theme:

**Families Now and Long Ago, Near and Far**

### Content Statement:

14. Currency is used as a means of economic exchange.

### Content Elaborations:

- People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.
- Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.

### Expectation for Learning:

Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.
Grade 2
**Strand: History**

**Topic: Historical Thinking and Skills**

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

**Theme:**

**People Working Together**

**Content Statement:**

1. Time can be shown graphically on calendars and timelines.

**Content Elaborations:**

- From Pre-Kindergarten through grade one, students practice using the language of time to order events from daily life.
- In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order.
- Students also should be able to place a series of events in chronological order on a timeline.

**Expectation for Learning:**

Measure calendar time by days, weeks, months and years. Place a series of related events in chronological order on a time line.
### Lancaster City Schools  
Social Studies Course of Study  
Grade 2

<table>
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<td><strong>Topic: Historical Thinking and Skills</strong></td>
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<table>
<thead>
<tr>
<th>Content Statement:</th>
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</thead>
<tbody>
<tr>
<td>2. Change over time can be shown with artifacts, maps and photographs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- In kindergarten and grade one, students learned that photographs, letters, artifacts and books reveal much about daily life in the past.</td>
</tr>
<tr>
<td>- Students in grade two build on that understanding as they use artifacts, maps and photographs to investigate change over time and answer questions about daily life from the past to the present.</td>
</tr>
<tr>
<td>- Instruction should involve students working with artifacts, maps and photographs, including online resources, which reflect daily life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectation for Learning:</th>
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</thead>
<tbody>
<tr>
<td>Use artifacts, maps and photographs to describe how daily life has changed over time.</td>
</tr>
</tbody>
</table>
## Lancaster City Schools
Social Studies Course of Study
Grade 2

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<th>Strand: History</th>
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</table>

### Topic: Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

### Theme:

**People Working Together**

### Content Statement:

3. Science and technology have changed daily life.

### Content Elaborations:

Advances in science and technology have changed and continue to change the way people have communicated and traveled.

Advances in communications include, but are not limited to:
- Mail;
- Cell phones;
- Email;
- Texting; and
- Social networking.

Travel methods include, but are not limited to:
- Walking;
- Horseback riding;
- Canoeing;
- Using public transportation;
- Traveling by car;
- Traveling by ship;
- Traveling by airplane;
- Traveling by high-speed train;

### Expectation for Learning:

Describe how science and technology have changed daily life.
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Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

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People Working Together

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<th>Content Statement:</th>
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</table>

4. Biographies can show how peoples’ actions have shaped the world in which we live.

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
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</thead>
</table>

- Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for “the common good” in grade three.
- Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors and scientists.

<table>
<thead>
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</table>

Use information from a biography to describe how the actions of individuals have impacted the world today.
Lancaster City Schools
Social Studies Course of Study
Grade 2

<table>
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<th>Strand: Geography</th>
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<table>
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<tr>
<th>Topic: Spatial Thinking and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</td>
</tr>
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</thead>
<tbody>
<tr>
<td>5. Maps and their symbols can be interpreted to answer questions about location of places.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>• In second grade, students begin to interpret the information found on maps. At this level, students understand that maps can answer the following questions:</td>
</tr>
<tr>
<td>o Where is something located?</td>
</tr>
<tr>
<td>o What is the place like?</td>
</tr>
<tr>
<td>• The names of places on the map indicate location relative to other places on the map.</td>
</tr>
<tr>
<td>• Map symbols explain the physical characteristics of places on the map. Grade-appropriate landforms include plateaus, islands, hills, mountains and valleys. Bodies of water include creeks, ponds, lakes and oceans. The map key explains what each symbol means.</td>
</tr>
<tr>
<td>• Maps can be printed or in an electronic format.</td>
</tr>
</tbody>
</table>

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<th>Expectation for Learning:</th>
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<tbody>
<tr>
<td>Describe the information provided on print and electronic maps using a map and its symbols.</td>
</tr>
<tr>
<td>Construct a map that includes a map title and key.</td>
</tr>
</tbody>
</table>
### Strand: Geography

### Topic: Places and Regions

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

### Theme:

**People Working Together**

### Content Statement:

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

### Content Elaborations:

- The human and physical characteristics of places impact the work that people do.
- Human characteristics include language, religion and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).
- Physical characteristics include landforms, climate, soils and hydrology. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).

### Expectation for Learning:

Explain the connection between the work people do and the human and physical characteristics of the place where they live.
### Strand: Geography

#### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

#### Theme:

**People Working Together**

#### Content Statement:

7. Human activities alter the physical environment, both positively and negatively.

#### Content Elaborations:

- People depend upon the physical environment to survive, and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.
- Examples of physical environment modifications include:
  - Dams help control flooding and provide areas for recreation, but also destroy animal habitats.
  - A new highway improves transportation, but valuable farmland may be destroyed.

#### Expectation for Learning:

Describe positive and negative results of human changes to the physical environment.
### Strand: Geography

### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Theme:

**People Working Together**

### Content Statement:

8. Cultures develop in unique ways, in part through the influence of the physical environment.

### Content Elaborations:

- Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions and organizations. Material goods such as food, clothing, buildings, tools and machines also are part of culture.
- In grade two, students can examine the different ways various cultures meet basic needs including:
  - Food;
  - Clothing;
  - Shelter;
  - Language; and
  - Artistic expression.
- Students begin to understand that the physical environment influences the way people meet those needs.
- Examine various cultures from distinctly different physical environments.

### Expectation for Learning:

Describe how cultures are influenced by their physical environments to meet basic needs.
## Strand: Geography

### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Theme:

**People Working Together**

### Content Statement:

9. Interactions among cultures lead to sharing ways of life.

### Content Elaborations:

- As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life. This increased contact influences the way in which people borrow, adopt and adapt new ideas.
- Consider the characteristics of food, language and customs. (The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.)
- Note: Culture is a sensitive topic. Teachers and students need to respect and honor diversity among cultural groups.

### Expectation for Learning:

Describe examples of cultural sharing with respect to food, language and customs.
### Strand: Government

### Topic: Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

### Theme:

**People Working Together**

### Content Statement:

10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

### Content Elaborations:

- Grade-one students learned that individuals are accountable for their actions. Second-grade students understand that personal accountability includes:
  - Making responsible choices;
  - Taking responsibility for personal actions;
  - Demonstrating self-direction in tasks within the school;
  - Engaging in the community (e.g., classroom, cafeteria, playground); and
  - Respecting others.

### Expectation for Learning:

Demonstrate personal accountability, including making responsible choices, taking responsibility for personal actions and respecting others.
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<tr>
<th>Content Statement:</th>
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<tbody>
<tr>
<td>11. Groups are accountable for choices they make and actions they take.</td>
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</table>

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<tr>
<th>Content Elaborations:</th>
</tr>
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<tbody>
<tr>
<td>As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.</td>
</tr>
</tbody>
</table>

Students work collaboratively in groups to:
- Determine goals;
- Assign tasks for individuals;
- Complete assigned responsibilities; and
- Determine if goals are reached.

Cooperation in group settings requires personal skills such as:
- Managing conflict peacefully;
- Displaying courtesy to others in the group; and
- Respecting others.

These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.

<table>
<thead>
<tr>
<th>Expectation for Learning:</th>
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<tbody>
<tr>
<td>Work effectively in a group to complete a task or solve a problem for which the group is held accountable.</td>
</tr>
</tbody>
</table>
### Strand: Government

#### Topic: Rules and Laws

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

#### Theme:

**People Working Together**

#### Content Statement:

12. There are different rules that govern behavior in different settings.

#### Content Elaborations:

First-grade students learned that rules exist in different settings. In grade two, students explore the idea that there are different rules that apply to behavior in different settings.

Examples include rules:
- In the classroom;
- On the playground or athletic field;
- At home;
- In the community;
- On the highway;
- In personal interaction with peers and adults; and
- About using technology responsibly.

#### Expectation for Learning:

Demonstrate an understanding of the different rules in different settings.
<table>
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<tbody>
<tr>
<td><strong>Topic:</strong> Economic Decision Making and Skills</td>
</tr>
<tr>
<td>Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.</td>
</tr>
<tr>
<td><strong>Theme:</strong> People Working Together</td>
</tr>
<tr>
<td><strong>Content Statement:</strong></td>
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<tr>
<td>13. Information displayed on bar graphs can be used to compare quantities.</td>
</tr>
<tr>
<td><strong>Content Elaborations:</strong></td>
</tr>
<tr>
<td>• A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities.</td>
</tr>
<tr>
<td>• For example, if students want to monitor the number of books read by the class during the school year, display the information on a bar graph. Show months of the year on one axis and the number of books read each month on the other. Use colored bars to distinguish the number of books read each month.</td>
</tr>
<tr>
<td><strong>Expectation for Learning:</strong></td>
</tr>
<tr>
<td>Construct a bar graph to compare quantities.</td>
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<tr>
<td>Content Statement:</td>
</tr>
<tr>
<td>14. Resources can be used in various ways.</td>
</tr>
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<td>Content Elaborations:</td>
</tr>
<tr>
<td>• Resources can be used in a variety of ways.</td>
</tr>
<tr>
<td>• For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.</td>
</tr>
<tr>
<td>Expectation for Learning:</td>
</tr>
<tr>
<td>Describe various uses for a resource.</td>
</tr>
</tbody>
</table>
### Strand: Economics

#### Topic: Production and Consumption

Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

#### Theme:

**People Working Together**

#### Content Statement:

15. Most people around the world work in jobs in which they produce specific goods and services.

#### Content Elaborations:

- In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.
- For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.

#### Expectation for Learning:

Explain why most people work in jobs where specific goods and services are produced.
<table>
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</table>

**Topic: Markets**

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

**Theme:**

- **People Working Together**

**Content Statement:**

16. People use money to buy and sell goods and services.

**Content Elaborations:**

- Money is the generally accepted medium of exchange for goods and services. Different countries use different forms of money.

**Expectation for Learning:**

Explain how people buy and sell goods and services using money.
**Lancaster City Schools**  
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Grade 2

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**Topic: Financial Literacy**

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

**Theme:**

People Working Together

**Content Statement:**

17. People earn income by working.

**Content Elaborations:**

- First-grade students learned that currency (money) is a means of economic exchange. Second graders understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want.
- People can save a portion of their income for the purchase of future goods and services.

**Expectation for Learning:**

Explain how people earn income.
Grade 3
Strand: History

Topic: Historical Thinking and Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Theme:

Communities: Past and Present, Near and Far

Content Statement:

1. Events in local history can be shown on timelines organized by years, decades and centuries.

Content Elaborations:

- Using dates from historical events in the local community, students can demonstrate an understanding of units of time (years, decades, centuries) and chronological order (in order of time of occurrence) by placing these events in sequential order on a timeline.

Expectation for Learning:

Place events accurately on a timeline organized by years, decades and centuries.
**Strand: History**

**Topic: Historical Thinking and Skills**

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

**Theme:**

Communities: Past and Present, Near and Far

**Content Statement:**

2. Primary sources, such as artifacts, maps and photographs, can be used to show change over time.

**Content Elaborations:**

- Primary sources are first introduced to students in grade three. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.
- At this level, students learn to locate and use primary sources like artifacts, maps and photographs.
- An artifact is a material object of a culture such as a tool, an article of clothing or a prepared food.
- As students examine artifacts, maps and photographs from the local community, they begin to understand the concept of change over time.

- Change may be observed in:
  - Businesses;
  - Architecture;
  - Physical features;
  - Employment;
  - Education;
  - Transportation;
  - Technology;
  - Religion; and
  - Recreation.

**Expectation for Learning:**

Use artifacts, maps and photographs to evaluate change in the local community.
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</tr>
<tr>
<td>Communities: Past and Present, Near and Far</td>
</tr>
<tr>
<td>Content Statement:</td>
</tr>
<tr>
<td>3. Local communities change over time.</td>
</tr>
<tr>
<td>Content Elaborations:</td>
</tr>
<tr>
<td>• As students examine primary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government.</td>
</tr>
<tr>
<td>• Characteristics for analysis include architecture, business, physical features, employment, education, transportation, technology, religion and recreation.</td>
</tr>
<tr>
<td>Expectation for Learning:</td>
</tr>
<tr>
<td>Research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.</td>
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Lancaster City Schools  
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Grade 3

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</table>

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

<table>
<thead>
<tr>
<th>Theme:</th>
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<table>
<thead>
<tr>
<th>Communities: Past and Present, Near and Far</th>
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<tr>
<th>Content Statement:</th>
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</table>

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
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</table>

- Political maps show boundaries, towns and other human features while physical maps show physical features like elevation or landforms.
- Third-grade students can find the cardinal directions (N, S, E, W) on a map. Intermediate directions (NE, NW, SE, SW) are introduced in grade four.
- The use of an alphanumeric grid at this level prepares students for latitude and longitude in grade five social studies and graphing skills in mathematics.
- Third-grade students can use maps of the local community to find landmarks and other familiar places.
- When students say that the park is on the north side of main street, they demonstrate an understanding of relative location. If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location.

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<tr>
<th>Expectation for Learning:</th>
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</table>

Describe characteristics of physical and political maps and identify the purpose for each.

Use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.
<table>
<thead>
<tr>
<th>Strand: Geography</th>
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</table>

**Topic: Places and Regions**

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

**Theme:**

**Communities: Past and Present, Near and Far**

**Content Statement:**

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

**Content Elaborations:**

- Artifacts (material objects of a culture such as a tool, an article of clothing or a prepared food) and photographs can be used to help students understand life in the local community. Students examine artifacts and photographs from the past and present, and places far and near to make inferences about the influence of agriculture, industry and natural resources on daily life.

**Expectation for Learning:**

Evaluate the influence of agriculture, industry and natural resources on daily life.
**Lancaster City Schools**  
**Social Studies Course of Study**  
**Grade 3**

<table>
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<th>Strand: Geography</th>
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**Topic: Human Systems**

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

**Theme:**

**Communities: Past and Present, Near and Far**

**Content Statement:**

6. Evidence of human modification of the environment can be observed in the local community.

**Content Elaborations:**

- As students go about daily activities in the community, they see numerous examples of human changes to the environment.
- Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides and pesticides.

**Expectation for Learning:**

Describe examples of human modification to the environment in the local community.
Strand: Geography

Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Theme:

Communities: Past and Present, Near and Far

Content Statement:

7. Systems of transportation and communication move people, products and ideas from place to place.

Content Elaborations:

- Students identify and then describe the systems of transportation used to move people and products from place to place. At this level, have students focus on systems of transportation that are visible in the local community.
- Systems of communication also move ideas and products from place to place. At this level, have students focus on systems of communication that are visible in the local community.

Expectation for Learning:

Describe systems of transportation used to move people and products from place to place.

Describe systems of communication used to move ideas from place to place.
<table>
<thead>
<tr>
<th>Strand: Geography</th>
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<table>
<thead>
<tr>
<th>Topic: Human Systems</th>
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| Theme: |
| Communities: Past and Present, Near and Far |

<table>
<thead>
<tr>
<th>Content Statement:</th>
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<tbody>
<tr>
<td>8. Communities may include diverse cultural groups.</td>
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<table>
<thead>
<tr>
<th>Content Elaborations:</th>
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</thead>
<tbody>
<tr>
<td>• A cultural group is a group of people who share one or more unique characteristics such as race, national origin and ethnicity.</td>
</tr>
<tr>
<td>• Have students explore the cultural practices and products of various groups of people living in the local community, investigating forms of artistic expression, religion, language and food.</td>
</tr>
<tr>
<td>• Communities are characterized by varying levels of diversity. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four.</td>
</tr>
<tr>
<td>• Note: Culture is a sensitive topic. Teachers and children should respect and honor diversity among cultural groups.</td>
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<table>
<thead>
<tr>
<th>Expectation for Learning:</th>
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<tbody>
<tr>
<td>Compare cultural products and practices of different groups who live in the local community.</td>
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</table>
Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

<table>
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<th>Theme:</th>
<th>Communities: Past and Present, Near and Far</th>
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<tbody>
<tr>
<td>Content Statement:</td>
<td>9. Members of local communities have social and political responsibilities.</td>
</tr>
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</table>

**Content Elaborations:**
- Local community members have social and political responsibilities that are important for preserving our democracy.
- Social and political responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting and obeying laws.
- An understanding of the social and political responsibilities of citizenship is very important to the concept of the common good (the interest or well-being of the whole community) in Content Statement 10.

**Expectation for Learning:**
Explain the social and political responsibilities of local community members.
**Strand: Government**

**Topic: Civic Participation and Skills**

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

**Theme: Communities: Past and Present, Near and Far**

**Content Statement:**

10. Individuals make the community a better place by solving problems in a way that promotes the common good.

**Content Elaborations:**

- There are a variety of ways individuals help solve problems to make the community a better place for everyone including:
  - Working to preserve the environment;
  - Helping the homeless;
  - Restoring houses in low-income areas;
  - Supporting education;
  - Planning community events;
  - Starting a business; and
  - Understanding differences.

- Individuals participate effectively in the community when they exhibit citizenship traits such as:
  - Civility;
  - Respect for the rights and dignity of each person;
  - Volunteerism;
  - Compromise;
  - Compassion;
  - Persistence in achieving goals; and
  - Civic-mindedness.

- The problem-solving process involves:
  - Identifying the problem;
  - Gathering information;
  - Listing and considering options;
  - Considering advantages and disadvantages of options; and
  - Choosing and implementing a solution.

**Expectation for Learning:**

Explain how individuals make the community a better place by solving problems in a way that promotes the common good.
**Strand:** Government

**Topic:** Rules and Laws

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

**Theme:**
Communities: Past and Present, Near and Far

**Content Statement:**

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

**Content Elaborations:**

- Laws are rules established by the government authority to describe how people are expected to behave.
- Laws provide safety, security and orderliness in the daily life of a community.
- Laws apply to both individuals and groups. For example:
  - Individuals – each driver is responsible for abiding by the speed limit when driving.
  - Groups – a parade permit issued by the government is necessary for a group of people to hold a parade.
- There are consequences for not obeying the laws.

**Expectation for Learning:**

Explain how laws affect the behavior of individuals and groups in a community.

Explain the benefits of having laws in a local community.
The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

Theme:
Communities: Past and Present, Near and Far

Content Statement:
12. Governments have authority to make and enforce laws.

Content Elaborations:
- Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights. At this level, rights should focus on being safe and secure. Students will examine First Amendment rights in grade 4.
- Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).
- Governments have the authority to change laws as necessary.

Expectation for Learning:
Explain why governments have authority to make and enforce laws.
### Strand: Government

#### Topic: Roles and Systems of Government

The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

#### Theme:

**Communities: Past and Present, Near and Far**

#### Content Statement:

13. The structure of local governments may differ from one community to another.

#### Content Elaborations:

- Local governments in Ohio vary according to the way they are structured. At present, Ohio has more than 3,600 separate local government units. There are four types of local government in Ohio: municipal, county, township and special.
- Students at this level should be familiar with the organization of their local government and understand that their local government may be unlike that of a nearby city.

#### Expectation for Learning:

Explain the structure of the local government.
### Strand: Economics

### Topic: Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

### Theme:

**Communities: Past and Present, Near and Far**

### Content Statement:

14. Line graphs are used to show changes in data over time.

### Content Elaborations:

- Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line.
- Since students already are working with timelines in grade 3, they can practice making line graphs with evenly spaced intervals (years, decades, centuries) and accurately plotted data (e.g., constructing a line graph showing changes in production of corn in Ohio from 1900 to the present).

### Expectation for Learning:

Construct line graphs showing change over time using data related to a specific topic.
### Strand: Economics

### Topic: Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

### Content Statement:

15. Both positive and negative incentives affect people’s choices and behaviors.

### Content Elaborations:

- **Positive economic incentives** reward people financially for making certain choices and behaving in a certain way, for example:
  - Extra money for raking leaves;
  - Free toy with a meal; and
  - Allowance for doing chores at home.

- **Negative economic incentives** penalize people financially for making certain choices and behaving in a certain way, for example:
  - Late fee for a library book;
  - Cost of receiving a speeding ticket; and
  - Fine for littering at the park.

### Expectation for Learning:

Give examples of positive and negative incentives that affect people’s choices and behaviors.
**Strand:** Economics

**Topic:** Scarcity

There are not enough resources to produce all the goods and services that people desire.

**Theme:**

Communities: Past and Present, Near and Far

**Content Statement:**

16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.

**Content Elaborations:**

- Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.
- You cannot have more of anything you want without having less of something else you want. Every choice involves a cost, which means giving up the chance to get something else. This is called opportunity cost.

**Expectation for Learning:**

Describe the opportunity cost of an individual economic decision.
### Lancaster City Schools
Social Studies Course of Study
Grade 3

<table>
<thead>
<tr>
<th>Strand: Economics</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic: Production and Consumption</strong></td>
</tr>
<tr>
<td>Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.</td>
</tr>
</tbody>
</table>

| Theme: |
| Communities: Past and Present, Near and Far |

| Content Statement: |
| 17. Events in local history can be shown on timelines organized by years, decades and centuries. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. |

| Content Elaborations: |
| - Consumers are people who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services. |
| - Producers are people and businesses that use resources to make goods and services. Goods are objects that are capable of satisfying people’s wants. Services are actions that are capable of satisfying people’s wants. |

| Expectation for Learning: |
| Identify consumers and producers in the local community. |
### Strand: Economics

#### Topic: Markets

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

#### Theme:

**Communities: Past and Present, Near and Far**

#### Content Statement:

18. A market is where buyers and sellers exchange goods and services.

#### Content Elaborations:

- Markets involve the interaction of buyers and sellers exchanging goods and services.
- The market is the place where people purchase the goods or services that they need from the businesses that sell them.

#### Expectation for Learning:

Describe markets that exist in the local community.
<table>
<thead>
<tr>
<th>Strand: Economics</th>
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<tr>
<th>Topic: Financial Literacy</th>
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<tbody>
<tr>
<td>Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.</td>
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<th>Content Statement:</th>
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<tbody>
<tr>
<td>19. Making decisions involves weighing costs and benefits.</td>
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<th>Content Elaborations:</th>
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<tbody>
<tr>
<td>• At this level, students need to understand that there are costs and benefits associated with each personal decision.</td>
</tr>
<tr>
<td>• A cost is the alternative given up as the result of a decision.</td>
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<tr>
<td>• A benefit is that which is received as an improvement or advantage as the result of the decision.</td>
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<tr>
<td>• This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.</td>
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<tr>
<td>• Students also understand that the cost of a decision is not always monetary.</td>
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<th>Expectation for Learning:</th>
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<tbody>
<tr>
<td>Evaluate the costs and benefits of an individual economic decision.</td>
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<tr>
<td>Strand: Economics</td>
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<tr>
<td>Content Statement:</td>
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<tr>
<td>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</td>
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<tr>
<td>Content Elaborations:</td>
</tr>
<tr>
<td>- A budget helps individuals take personal responsibility for financial decisions.</td>
</tr>
<tr>
<td>- A budget is a plan for using income productively, including spending, sharing and setting money aside for future expenses.</td>
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<tr>
<td>- Budgeting is important for organizing personal finances and managing cash flow.</td>
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<tr>
<td>Expectation for Learning:</td>
</tr>
<tr>
<td>Explain how using a budget helps individuals make responsible economic decisions.</td>
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### Lancaster City Schools
Social Studies Course of Study
Grade 4

<table>
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<tr>
<th>Strand: History</th>
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<tr>
<th>Topic: Historical Thinking Skills</th>
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</table>
Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

<table>
<thead>
<tr>
<th>Theme: Ohio in The United States</th>
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<tr>
<th>Content Statement:</th>
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</table>
1. The order of significant events in Ohio and the United States can be shown on a timeline.

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<th>Content Elaborations:</th>
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</table>
- Chronological thinking helps students develop a clear sense of historical time in order to recognize the temporal sequence of events in history. Students were first introduced to timelines in grade two. Grade-three students practiced chronological order by placing local events on a timeline. By grade four, students are able to construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.
- As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE. (Note: Students begin using these conventions in grade six).
- In grade five, students will examine relationships between events on multiple-tier timelines.

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<th>Expectation for Learning:</th>
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</table>
Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.
Strand: History

Topic: Historical Thinking Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Theme: Ohio in The United States

Content Statement:

2. Primary and secondary sources can be used to create historical narratives.

Content Elaborations:

- Historical narratives recount human events. Students locate, evaluate and organize a variety of sources to reconstruct an historical event.
- Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials (e.g., photos, original artwork, posters, films) also are important primary sources.
- Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.
- By having students examine various primary and secondary sources related to an event or topic, they begin to understand historical perspective, a concept further developed in grade seven. Students also gain early experience identifying supporting details, distinguishing fact from opinion, and speculating about cause and effect relationships.
- Historical narratives are constructed based upon primary and secondary sources. These sources are used to provide background information and support for the accounts of historical events and the perspectives of the writer.

Expectation for Learning:

Research, organize and evaluate information from primary and secondary sources to create an historical narrative.
### Strand: History

### Topic: Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

### Theme: Ohio in The United States

#### Content Statement:

1. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

#### Content Elaborations:

- Prehistoric (Paleo, Archaic, Woodland, Late Prehistoric [Fort Ancient]) and historic (Delaware, Miami, Ottawa, Seneca, Shawnee and Wyandot) American Indians were the original inhabitants of Ohio. While information on prehistoric groups is somewhat limited, there is evidence of cooperation involving the construction of mounds and trade with distant groups. In addition, there is evidence of conflict, especially among the Late Prehistoric groups as they sometimes fought over access to hunting territories or the most fertile agricultural lands.

- Europeans began to appear in the Ohio Country beginning with the French in the late 1600s followed closely by the English. Later waves of immigration included, but were not limited to, the Scotch-Irish and Germans. Migrating settlers came into the Ohio Country from other colonies.

- Immigrants worked together to create new settlements in Ohio. They cooperated in building transportation systems and developing new businesses. Hunting strategies and agricultural practices were sometimes shared among American Indians and European settlers. On the other hand, issues surrounding the use and ownership of land caused conflict between these groups.

- The continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.

#### Expectation for Learning:

Explain how interactions among prehistoric peoples and between historic American Indians and European settlers resulted in both cooperation and conflict.
Strand: History

Topic: Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Theme: Ohio in The United States

Content Statement:

4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

Content Elaborations:

- The American colonies united in 1776 to issue the Declaration of Independence, announcing their decision to free themselves from Great Britain. They felt two practices of the British were particularly unjust:
  - High taxes were levied on stamps, paint and tea without input from the colonists, who had no representation in Parliament.
  - The Proclamation of 1763 prohibited the colonists from settling west of the Appalachians.
- The colonists had begun to think of themselves as Americans and wanted to govern themselves. They fought the American Revolution to end British rule. During this same time period, Ohio was developing as a populated frontier. Fort Laurens was the only fort built in Ohio during the American Revolution since no major battles were fought in the Ohio Country.
- Americans formed a new national government under the Articles of Confederation.
- This foundational content prepares students for a more in-depth examination of colonial dissatisfaction with British rule and the events leading to the Declaration of Independence and the American Revolution in grade eight.

Expectation for Learning:

Explain why the American colonists united to fight for independence from Great Britain and form a new nation.
### Strand: History

### Topic: Heritage
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

### Theme: Ohio in The United States

### Content Statement:

5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.

### Content Elaborations:

- As students reflect on the way ideas and events from the past have shaped the world today, they understand the significance of the democratic ideals established by the Northwest Ordinance.
- The Northwest Ordinance guaranteed rights to the people: freedom of speech, freedom of religion and the right to a trial by jury. It also banned slavery in the Northwest Territory.
- In addition, the Northwest Ordinance established a three-step plan for admitting states from the Northwest Territory (like Ohio) to the United States.
- Some land from Northwest Territory was granted to Revolutionary War veterans as compensation for their service.

### Expectation for Learning:

Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.

Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.
### Strand: History

### Topic: Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

### Theme: Ohio in The United States

#### Content Statement:

6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.

#### Content Elaborations:

- For years following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, allowing native tribes to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.
- A coalition of American Indians rejected the Americans’ claim that the Treaty of Paris gave the United States title to Indian lands in the Ohio valley. Tribal leaders, such as Blue Jacket and Little Turtle, fought to resist the flood of American settlers into the region. After initial victories against the American army, the coalition was defeated at the Battle of Fallen Timbers. Many tribes signed the Treaty of Greenville, giving up their claims to land in much of Ohio. Others, with British aid, continued the fight to defend their lands.
- Tecumseh and his brother, the Prophet, attempted to form a new Indian confederacy, but they suffered a serious defeat at the Battle of Tippecanoe, leaving the confederacy in a weakened state.
- The United States declared war on Great Britain in June of 1812. Fort Meigs was constructed along the Maumee River as a staging area for an invasion of British Canada. British troops and Indian warriors attacked the fort, but were defeated.
- Oliver Hazard Perry and American sailors defeated the British navy at the Battle of Lake Erie (1813). This defeat meant the British could no longer provide American Indians with weapons to continue the fight.
- Even though the War of 1812 would not end until 1814, Indian resistance to the American settlement of Ohio ended with the Battle of Lake Erie.

### Expectation for Learning:

- Explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812.
- Explain the significance of the Battle of Lake Erie to American success in the War of 1812.
**Strand: History**

**Topic: Heritage**

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

**Theme: Ohio in The United States**

**Content Statement:**

7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

**Content Elaborations:**

- Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new territories.
- Under the terms of the Northwest Ordinance, Ohio was admitted to statehood as a free state.
- The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all Ohioans were abolitionists, seeds of the anti-slavery movement were planted by local antislavery newspapers, growing Ohio into a strong center of opposition to slavery. The Ohio Anti-Slavery Society employed lecturers to travel across the state, hoping they would convince Ohioans to join the abolitionist movement. Uncle Tom’s Cabin was a popular novel based on runaway slaves the author had met in Cincinnati.
- Ohio served as the northern “trunk line” of the Underground Railroad, a system of secret routes used by free people in the North and South to help slaves escape to freedom. Escape routes developed throughout Ohio with safe houses where slaves could be concealed during the day. Escaped slaves typically traveled at night to their destinations. Many cities in Ohio today have houses that were once used by fugitive slaves heading north along the Underground Railroad.

**Expectation for Learning:**

Describe the sectional issues that divided the United States after the War of 1812.

Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.
<table>
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<th>Strand: History</th>
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Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

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8. Many technological innovations that originated in Ohio benefitted the United States.

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<th>Content Elaborations:</th>
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- To understand the influence of Ohio on the growth and development of the United States, students need to recognize the significance of Ohio’s innovations in communication, technology and transportation.
- Inventions that originated in Ohio include the light bulb, telephone, phonograph, traffic signal, gas mask, airplane, automobile self-starter, air brake and steam boiler. These innovations benefitted the United States.

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<th>Expectation for Learning:</th>
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</table>
Identify important inventions in communication, technology and transportation that began in Ohio.

Explain how technological innovations that originated in Ohio benefitted the United States.
### Strand: Geography

### Topic: Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

### Theme: Ohio in The United States

### Content Statement:

9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

### Content Elaborations:

- First introduced in grade four, relative location is the location of a place relative to other places (e.g., northwest or downstream). Fourth-grade students describe the relative location of the physical and human characteristics of Ohio and the United States using a map scale and cardinal and intermediate directions.
- A map scale shows the relationship between a unit of length on a map and the corresponding length on the Earth’s surface. Students can describe relative location by using the map scale to approximate the distance between places.
- Cardinal directions are the four main points of the compass (north, south, east and west).
- Intermediate directions are the points of the compass that fall between north and east, north and west, south and east, and south and west, i.e., NE, NW, SE and SW.
- Cardinal and intermediate directions also can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio.
- Map skills are developed further in grades five and six as students study the Western and Eastern Hemispheres.

### Expectation for Learning:

Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.
Strand: Geography

Topic: Places and Regions

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

Theme: Ohio in The United States

Content Statement:

10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

Content Elaborations:

- Ohio’s abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States. Ohio’s forests provided the resources for building materials and paper. Ohio farms, as well as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods and the ships and trains that carried products to market during the late 19th and early 20th centuries.
- While a significant percentage of Ohio’s corn was once used to feed the growing nation, a significant portion of corn and soybeans is now used in the production of bio-fuels, reflecting national fuel conservation efforts.
- Current economic challenges such as global competition influence basic industries in Ohio (e.g., automobile, rubber, steel, heavy equipment) and in the nation as a whole.
- Wind turbines are being constructed in Ohio as the nation moves toward alternative energy sources. Ohio’s waterways serve as a conduit for transportation and provide recreational opportunities.

Expectation for Learning:

Explain how Ohio’s agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.
### Strand: Geography

#### Topic: Places and Regions

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

#### Theme: Ohio in The United States

**Content Statement:**

11. The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

**Content Elaborations:**

By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during this time.

**North:**
- Large cities, small cities and towns;
- Rocky and thin soil;
- Trade centers;
- Manufacturing centers (shipbuilding), logging; and
- Factories, ironworks, textiles, cottage industries.

**South:**
- Rural, with few large cities and towns;
- Coastal marshes;
- Plantation economy;
- Tobacco, cotton and sugar cash crops;
- Long growing season; and
- Producers of raw materials for northern and British factories.

**West (including Ohio):**
- Rural with growing cities and towns;
- Inexpensive farmland;
- Rich soil for farming; and
- Producers of raw materials for northern and British factories (timber, minerals).

**Expectation for Learning:**

Describe physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s.
Lancaster City Schools  
Social Studies Course of Study  
Grade 4

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<th>Strand: Geography</th>
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<th>Topic: Human Systems</th>
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Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

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12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.

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- Students at this level should be able to explain the consequences (both positive and negative) of human modifications to the environment in Ohio and the United States.
- Examples of modifications to the environment include:
  - Construction of farms, towns, transportation systems and dams;
  - Use of fertilizers, herbicides and pesticides; and
  - Destruction of wetlands and forests.
- As students look at the positive and negative consequences of these human modifications to the environment, they begin to understand the responsibility of individual citizens to use resources in ways that are sustainable to future generations, building on the concept of the common good begun in grade three.

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Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.
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<td>Content Statement:</td>
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<tr>
<td>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.</td>
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<tr>
<td>Content Elaborations:</td>
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<tr>
<td>• Ohio’s population grew slowly during the colonial period, totaling 45,365 persons in 1800. When the Ohio territory became a state in 1803, settlers flocked to Ohio and the population quintupled to 230,760 by 1810.</td>
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<td>• In 1860, Ohio had 14 percent of its population foreign born, with the largest groups of immigrants coming from Germany, Ireland and Britain.</td>
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<tr>
<td>• Industrialization altered the demographic data for Ohio and the United States. The 1900s brought increased immigration from eastern, central and southern Europe (Spain, Italy and Greece) especially to Ohio’s largest cities.</td>
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<tr>
<td>• In 2003, Blacks made up 12.7 percent of the nation’s population. According to the U.S. Census Bureau, Hispanics are now the fastest-growing minority group in the U.S. The Hispanic population is projected to nearly triple. Asians comprise the third largest minority group – and the second fastest-growing group – in the United States. The U.S. Census Bureau predicts that the numbers of Asians will increase from 5 percent of the U.S. population in 2008 to 9 percent by 2050.</td>
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<tr>
<td>• By 2008, the three largest groups of immigrants to Ohio were from India, Mexico and China. Ohio’s population increasingly reflects the cultural diversity of the nation.</td>
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<tr>
<td>Expectation for Learning:</td>
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<tr>
<td>Explain how Ohio’s population is increasingly reflective of the cultural diversity of the United States.</td>
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## Strand: Geography

## Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

## Theme: Ohio in The United States

### Content Statement:

14. Ohio’s location in the United States and its transportation systems continue to influence the movement of people, products and ideas in the United States.

### Content Elaborations:

- At one time, Ohio was a gateway to the West. Ohio’s principal commercial artery was the Ohio River. During the 19th century, canals, railroads and roads were constructed to accommodate the needs of a westward-expanding nation.
- Ohio continues to function as a major transportation hub for the nation. Ohio’s extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products and ideas.
- Ohio is home to corporate offices for banks, insurance companies and retail stores. People from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks and stone.

### Expectation for Learning:

Explain how Ohio’s location and its transportation systems have influenced the movement of people, products and ideas.
## Strand: Government

### Topic: Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

### Theme: Ohio in The United States

#### Content Statement:

15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

#### Content Elaborations:

- In grade three, students considered the social and political responsibilities of being a community member, including solving problems in a way that promotes the common good. In grade four, students focus on the role of citizens in the state and nation.
- Students examine the opportunities citizens have to participate in and influence their state and national governments, including voting, communicating with officials, participating in civic and service organizations, and performing voluntary service.
- Students understand the rights of citizenship including freedom of religion, speech and press, right of petition and right of assembly. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities including obeying the law and respecting the rights of others.
- Citizens have an obligation to uphold both the Ohio and U.S. Constitutions by obeying laws, paying taxes, serving on juries and (for men) registering for the selective service.

#### Expectation for Learning:

Describe the ways citizens participate in and influence their state and national government.

Explain the rights and responsibilities of citizens in a democratic government.
### Strand: Government

### Topic: Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

### Theme: Ohio in The United States

### Content Statement:

16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.

### Content Elaborations:

- Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically.

  Students at this level learn to:

  o Identify possible cause and effect relationships;
  o Identify main ideas and supporting details from factual information;
  o Distinguish between fact and opinion;
  o Read and interpret pictographs, bar graphs, line graphs and tables;
  o Recognize perspective and purpose; and
  o Compare points of agreement and disagreement.

- These skills also are key components of historical thinking.

### Expectation for Learning:

Use information effectively to make an informed decision.
Strand: Government

Topic: Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

Theme: Ohio in The United States

Content Statement:
17. Effective participants in a democratic society engage in compromise.

Content Elaborations:
- A compromise is a settlement of differences in which each side makes concessions. Compromise is important in a democratic society, which seeks the common good.
- Compromise involves taking turns, looking for common goals or principles, and give and take.

Expectation for Learning:
Describe a strategy for compromise in a situation where there are differences of opinion on a matter.
## Lancaster City Schools
Social Studies Course of Study
Grade 4

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<th>Strand: Government</th>
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**Topic: Rules and Laws**

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

**Theme: Ohio in The United States**

**Content Statement:**

18. Laws can protect rights, provide benefits and assign responsibilities.

**Content Elaborations:**

- Laws in a democratic society establish rule and order.
- Laws are established by governments to protect rights such as religion, speech, press, petition and assembly.
- At this level, students understand a few of the benefits provided to citizens by laws such as providing order in daily life (e.g., traffic laws), protecting property (e.g., outlawing theft), providing public education (e.g., school laws), and protecting rights (e.g., freedom of speech).
- Laws also assign responsibilities (obligations) to citizens like paying taxes, serving on juries and obtaining licenses.

**Expectation for Learning:**

Describe ways in which laws protect rights, provide benefits and assign responsibilities to citizens.
| Strand: Government |

| Topic: Rules and Laws |

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

| Theme: Ohio in The United States |

| Content Statement: |

19. The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.

| Content Elaborations: |

- Fourth-grade students should understand that the U.S. Constitution provides a framework for government, describing what it may and may not do.
- Weaknesses in the Articles of Confederation led to calls for a new framework for government. (At this level, a basic understanding that the Articles of Confederation were not working is appropriate, with a more in-depth analysis to follow in grade eight).
- The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens.
- Fourth-grade students need to understand that in the United States, the people are the source of the government’s authority and that citizens choose representatives and decide issues through the process of voting.
- They also need to understand that the U.S. Constitution protects the basic rights of citizens. Students at this level become familiar with the First Amendment, guaranteeing the freedoms of religion, speech, press, petition and assembly.
- The Bill of Rights is the collective name for the first ten amendments to the U.S. Constitution. The Bill of Rights plays a key role in American law and government that serve to protect the natural rights of liberty and property.

| Expectation for Learning: |

Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.
Strand: Government

Topic: Roles and Systems of Government

The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

Theme: Ohio in The United States

Content Statement:
20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.

Content Elaborations:

- A constitution is a written document describing the way a government is organized and how its power is allocated.
- Ohio and the United States have democratic constitutions that provide frameworks limiting the powers of the government and defining the authority of elected officials.

Expectation for Learning:

Describe the purpose of democratic constitutions in Ohio and the United States.
Strand: Government

Topic: Roles and Systems of Government

The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

Theme: Ohio in The United States

Content Statement:

21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Content Elaborations:

- Both the Ohio Constitution and the United States Constitution establish governments with three branches, each having a distinctive role:
  - The legislative branch passes laws;
  - The executive branch carries out and enforces the laws; and
  - The judicial branch interprets and applies the laws.

Expectation for Learning:

Explain major responsibilities of each of the three branches of government in Ohio and the United States.
Strand: Economics

Topic: Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

Theme: Ohio in The United States

Content Statement:

22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).

Content Elaborations:

- The organization of information in tables and charts can help us understand and present information about our lives as consumers, producers, savers, investors and citizens.
- Tables display information using a series of rows and columns with the resulting cells used to present data. Charts portray information in various formats and combinations of formats including pictures, diagrams and graphs.
- Students learn to read and interpret tables and charts, laying the groundwork for more complex tasks of creating tables and charts to organize and communicate research in later grades.

Expectation for Learning:

Use tables and charts to interpret information.
**Strand:** Economics

**Topic:** Production and Consumption

Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

**Theme:** Ohio in The United States

**Content Statement:**

> 23. Entrepreneurs organize, productive resources and take risks to make a profit and compete with other producers.

**Content Elaborations:**

- Productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make goods and services.
- An entrepreneur is an individual who organizes the use of productive resources to produce goods or services.
- Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.

**Expectation for Learning:**

Explain characteristics of entrepreneurship, including the risks and benefits.
## Economic Literacy

### Financial Literacy

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

### Theme: Ohio in The United States

#### Content Statement:

24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

#### Content Elaborations:

- Students need to understand the advantage of saving a portion of their income to meet a short-term goal. They also need to understand that it may involve a temporary sacrifice (trade-off).
- Students looked at the benefit of having a budget to help them make personal economic decisions in grade three. In grade four, students understand that people can save more of their income by reducing the amount of money they spend.

### Expectation for Learning:

Demonstrate how saving a portion of income contributes to an individual's financial well-being.

Explain how individuals can save more of their income by reducing spending.
Grade 5
Strand: History

Topic: Historical Thinking

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Theme: Regions and People of the Western Hemisphere

Content Statement:
1. Multiple-tier timelines can be used to show relationships among events and places.

Content Elaborations:

- Multiple-tier timelines use two or more rows of events, with each row representing a different topic or perspective related to a specific time period (e.g., a timeline of events in the Western Hemisphere, with events in North America and South America shown on parallel tiers).
- Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time.
- These analytical skills build upon earlier skills related to chronological thinking and temporal order in grades PK-4. In grade five, students will use dates in the common era in preparation for the introduction of B.C.E. and C.E. in grade six.

Expectation for Learning:

Construct a multiple-tier timeline and analyze the relationships among events.
Lancaster City Schools  
Social Studies Course of Study  
Grade 5

Strand: History

Topic: Early Civilizations

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

Theme: Regions and People of the Western Hemisphere

Content Statement:
2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

Content Elaborations:
- Students will study the basic characteristics of governments, cultures, technologies and agricultural practices and products of four early civilizations in the Americas: the Inca, Maya, Aztec and Mississippian. This content builds on student knowledge of mound builders from fourth-grade study of prehistoric and historic American Indians.
- Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival.
- Examples for characteristics of Mayan civilization include:
  - Government – cities were religious and government centers; priests and nobles served as leaders and lived in large palaces.
  - Social Structures – people participated in outdoor games.
  - Religions – festivals honored Mayan gods.
  - Technology – Mayans developed a number system and a calendar
  - Agriculture – farmers used a slash and burn method; maize was most the common crop.

Expectation for Learning:

Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).
### Lancaster City Schools
Social Studies Course of Study
Grade 5

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Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

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3. European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.

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- Lasting effects of European exploration and colonization can be seen today in the cultural practices and products of the Western Hemisphere, including place names, languages, religions, and agricultural practices and products.

- Examples of the impact of European exploration and colonization include:
  - Place names (e.g., La Paz, Costa Rica);
  - Languages (e.g., English, Spanish, Portuguese, French);
  - Religions (e.g., Catholicism, Protestantism);
  - Agricultural practices (e.g., domestication of animals, move from subsistence farming to commercial agriculture); and
  - Agricultural products (e.g., chickens, horses, apples, coffee, soybeans).

- Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today. More in-depth study is included in future history courses.

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Describe lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.
### Strand: Geography

### Topic: Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

### Theme: Regions and People of the Western Hemisphere

### Content Statement:

1. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

### Content Elaborations:

- Geographic information is compiled, organized, manipulated, stored and made available in a variety of representations. Students need to acquire skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images to communicate information from a spatial perspective).
- Fifth-grade students need to understand the basic properties of maps, globes, diagrams, and aerial and other photographs and have opportunities to practice using them.
- These skills build a foundation for future work with computer systems, computer-based geographic information systems (GIS), global positioning systems (GPS) and remote sensing (RS) in later grades.
- The purpose for which the cartographer creates a map and how it is to be used influences the way cartographic information is presented.

### Expectation for Learning:

Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.
**Lancaster City Schools**  
Social Studies Course of Study  
Grade 5

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Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

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5. Latitude and longitude can be used to make observations about location and generalizations about climate.

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- Locations on the earth’s surface are identified using lines of latitude and longitude. Latitude and longitude can be used to make generalizations about climate (e.g., location relative to the equator, bodies of water, mountains).
- This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six.
- Longitude describes a point’s position on Earth’s surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South Poles.
- Latitude describes a point’s position on Earth’s surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.
- Location describes the point on Earth’s surface expressed by means of a grid (absolute) or in relation (relative) to the position of other places.
- Climate describes long-term trends in weather elements and atmospheric conditions.
- As students make observations about location and generalizations about climate, they learn to identify geographic points and imaginary lines on maps and globes (e.g., equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, prime meridian).

<table>
<thead>
<tr>
<th>Expectation for Learning:</th>
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</thead>
</table>
Use location to make generalizations about climate.
Strand: Geography

Topic: Places and Regions

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

Theme: Regions and People of the Western Hemisphere

Content Statement:
6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).

Content Elaborations:

- Regions are human constructs used to identify and organize areas of the Earth’s surface based upon shared characteristics. Regions can be determined based upon various criteria.
- Landform refers to the shape, form or nature of physical features of earth’s surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

Expectation for Learning:

Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.
### Strand: Geography

#### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

#### Theme: Regions and People of the Western Hemisphere

#### Content Statement:

7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

#### Content Elaborations:

- Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.
- When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.
- Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

#### Expectation for Learning:

Explain how variations among physical environments in the Western Hemisphere influence human activities.

Explain how human activities have altered the physical environments of the Western Hemisphere.
## Strand: Geography

### Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Theme: Regions and People of the Western Hemisphere

#### Content Statement:
8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

#### Content Elaborations:
- The Indians of North and South America formed hundreds of tribes and nations with many different ways of life. Anthropologists classify tribes and nations into groups with strong geographic and cultural similarities. These classifications are referred to as cultural areas or cultural groups.
- Students in grade five are introduced to cultural groups and should be able to make generalizations about the way of life within and among cultural areas. Teachers may select tribes and nations for use as examples for students as they study the geographic and cultural similarities of each cultural group.
- The cultural groups of Canada and the United States are:
  1) The Arctic;
  2) The Subarctic;
  3) The Northeast, often called the Eastern Woodlands;
  4) The Southeast;
  5) The Plains;
  6) The Northwest Coast;
  7) California;
  8) The Great Basin;
  9) The Plateau; and
  10) The Southwest.
- Those of Latin America are:
  1) Middle America;
  2) The Caribbean;
  3) The Andes;
  4) The Tropical Forest; and
  5) The South American Marginal Regions.

#### Expectation for Learning:
Make generalizations about the cultural ways of life among American Indian cultural groups in North and South America.
Strand: Geography

Topic: Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Theme: Regions and People of the Western Hemisphere

Content Statement:

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

Content Elaborations:

- People, products and ideas move from place to place in the Western Hemisphere for political, environmental, social and economic reasons.
  - Political factors include changes in political leadership, citizen rights, etc.
  - Environmental factors include climate, natural disasters, etc.
  - Social factors include discrimination, intolerance, religious freedom, etc.
  - Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc.

- Fifth-grade students look at the political, environmental, social and economic factors causing the movement of people, products and ideas. Grade-six students build on this understanding to consider the impact of cultural diffusion in the Eastern Hemisphere.

Expectation for Learning:

Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Western Hemisphere.
Strand: Geography

**Topic: Human Systems**

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

**Theme: Regions and People of the Western Hemisphere**

**Content Statement:**

10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

**Content Elaborations:**

- Culture describes the learned behavior of a selected group, including their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.
- Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among American Indian, European, Asian and African people.
- Students understand this diversity through an examination of the languages, belief systems, artistic expressions and food of various cultural groups in the Western Hemisphere.

**Expectation for Learning:**

Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion and food.
Strand: Government

Topic: Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

Theme: Regions and People of the Western Hemisphere

Content Statement:

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Content Elaborations:

- Students gain experience with using a variety of sources to conduct research through the examination of a public issue. Students should use almanacs, maps, trade books, periodicals, newspapers, photographs and digital resources to gather information.
- As students interpret information from various sources, they can practice identifying and organizing main ideas and supporting details. Students can organize collected information in an appropriate format (e.g., tables, graphs, line/bar graphs, charts, or digital images) and use word processing or presentation software and multimedia resources to present to others.

Expectation for Learning:

Use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.
Lancaster City Schools  
Social Studies Course of Study  
Grade 5

<table>
<thead>
<tr>
<th>Strand: Government</th>
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<table>
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<tr>
<th>Topic: Roles and Systems of Government</th>
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</thead>
<tbody>
<tr>
<td>The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</td>
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<tr>
<th>Theme: Regions and People of the Western Hemisphere</th>
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<tr>
<th>Content Statement:</th>
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<tbody>
<tr>
<td>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.</td>
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<table>
<thead>
<tr>
<th>Content Elaborations:</th>
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<tbody>
<tr>
<td>• Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships and monarchies are three basic ways of describing the relationship that exists between those in power and citizens.</td>
</tr>
<tr>
<td>• The focus of this content statement is on the relationship between those governing and those governed. In a democracy, the power of those in authority is limited because the people retain the supreme power. In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. Monarchy is a government in which authority over the people is retained through a tradition of allegiance.</td>
</tr>
<tr>
<td>• The terms democracy, dictatorship and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap.</td>
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<th>Expectation for Learning:</th>
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<tbody>
<tr>
<td>Explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.</td>
</tr>
</tbody>
</table>
**Strand: Economics**

**Topic: Economic Decision Making and Skills**

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

**Theme: Regions and People of the Western Hemisphere**

**Content Statement:**

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

**Content Elaborations:**

- In grade four, students learned to work with data displayed on tables and charts. Fifth-grade students learn to work with circle graphs. A circle graph shows how an entire segment of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole database.
- For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.

**Expectation for Learning:**

Construct a circle graph that displays information on part-to-whole relationships of data.
Strand: Economics

Topic: Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

Theme: Regions and People of the Western Hemisphere

Content Statement:
14. The choices people make have both present and future consequences.

Content Elaborations:
- In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices have both present and future consequences.
- At the national level, a government may choose to build a road in an undeveloped area (present consequences would include improved transportation) but that choice also results in long-term consequences (future consequences would include maintenance costs).
- At the personal level, an individual may choose to spend more money on a fuel-efficient automobile now (present consequence is the higher price paid) with the expectation of saving money on gasoline costs in the future (saving money in the future).

Expectation for Learning:
Explain the present and future consequences of an economic decision.
Strand: Economics

Topic: Scarcity
There are not enough resources to produce all the goods and services that people desire.

Theme: Regions and People of the Western Hemisphere

Content Statement:
15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

Content Elaborations:
- The endowment and development of productive resources influences the production of goods and services in regions of the western hemisphere.
- Students should understand that specialization develops as a result of people using the productive resources available (e.g., fishing communities, tourist destinations, manufacturing), resulting in trade as people trade to obtain goods and services they want but do not or cannot produce.
- Human resources consist of the talents and skills of human beings that contribute to the production of goods and services.
- Capital goods consist of human-made materials needed to produce goods and services. Capital goods include buildings, machinery, equipment and tools.
- Natural resources are productive resources supplied by nature (e.g., ores, trees, arable land).
- Specialization is the concentration of production on fewer kinds of goods and services than are consumed.
- Trade occurs when individuals, regions and countries specialize in what they produce at the lowest opportunity cost and this causes both production and consumption to increase.

Expectation for Learning:
Explain how the availability of productive resources in a specific region promotes specialization and results in trade.
**Strand: Economics**

**Topic: Production and Consumption**

Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

**Theme: Regions and People of the Western Hemisphere**

**Content Statement:**

16. The availability of productive resources and the division of labor impact productive capacity.

**Content Elaborations:**

- In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. Fifth-grade students consider the influence of available productive resources and the division of labor on productive capacity.
- The productive resources (resources used to make goods and services) available and the division of labor (way work tasks are separated) influence the productive capacity (maximum output) of an economy.
- The productive capacity of a region is influenced by available resources. The climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity.
- A family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods and human resources. Productive capacity also is influenced by the manner in which the work is divided during the production process.

**Expectation for Learning:**

Explain how the availability of productive resources and the division of labor influence productive capacity.
### Strand: Economics

### Topic: Markets

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

### Theme: Regions and People of the Western Hemisphere

### Content Statement:

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

### Content Elaborations:

- Specialization occurs when people, regions and countries concentrate their production on fewer kinds of goods or services than are consumed.
- Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production.
- Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves.
- When regions and countries trade, a greater variety of goods are available to consumers.

### Expectation for Learning:

Explain how specialization and trade lead to interdependency among countries of the Western Hemisphere.
Strand: Economics

Topic: Financial Literacy

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

Theme: Regions and People of the Western Hemisphere

Content Statement:
18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Content Elaborations:
- An individual’s interests, knowledge and abilities can affect career and job choice.
- In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur. In grade five, students build on that understanding by investigating the level of knowledge, skills and experiences required for various jobs and careers:
  - Knowledge – degree, certification, license
  - Skills – technical, entrepreneurial
  - Experiences – entry-level jobs, internship, apprenticeship, life

Expectation for Learning:
Identify a career of personal interest and research the knowledge, skills and experiences required to be successful.
Grade 6
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 6

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<tr>
<th>Theme</th>
<th>Regions and People of the Eastern Hemisphere</th>
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<tbody>
<tr>
<td>Strand</td>
<td>History</td>
</tr>
<tr>
<td>Topic</td>
<td>Historical Thinking and Skills</td>
</tr>
<tr>
<td></td>
<td>Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Statement</th>
<th>1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</th>
</tr>
</thead>
</table>

**Content Elaborations**

Building on skills learned in grade five, including the use of single and multiple-tier timelines, grade-six students become familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.

Arranging events in chronological order on single and multiple-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).

**Expectations for Learning**

Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

**Instructional Strategies**

Create a multiple-tier timeline on the classroom/hallway floor or wall using painter's tape. Each tier can represent a different civilization/cultural group. As historic study progresses, the class can add events to the timeline and discuss relationships. Create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org

When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. What are the origins of these four terms? Which ones are used most often and in which situations?

As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 6

Instructional Resources
Thinkport Tool: Creating a Timeline
http://timeline.thinkport.org
This interactive tool allows users to construct a timeline and add events, descriptions and images to bring their timelines to life.

Connections
Connect to Mathematics Common Core State Standards by emphasizing the similarities between timelines and number lines, including the use of positive and negative numbers.

Connect to the Fine Arts Academic Content Standards by viewing and discussing examples of how art has changed over time (e.g., select a region and discuss examples of artwork from multiple time periods).

Essential Questions
How have ideas and events from the past shaped the Eastern Hemisphere today?
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<tr>
<th>Theme</th>
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<tr>
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<td>History</td>
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<tr>
<td>Topic</td>
<td>Early Civilizations</td>
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</tbody>
</table>

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

| Content Statement | 2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. |

**Content Elaborations**

Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.

Rivers provided a constant source of water and their flooding replenished the soil where early civilizations began. This enabled the planting and harvesting of crops. Crop surpluses meant that not all of the people in the valleys had to farm in order to survive and people began to produce different products for their use and for trade. Some people began to develop new technologies used in the construction of irrigation systems, roads and other public works which enabled cities to grow and civilizations to spread. Other people took on roles such as artisans, soldiers and priests, which further developed civilization and led to people being ranked into social classes according to their jobs.

Early cities became established as centers of production and commerce. Governments gradually developed to address issues including control of irrigation and trade.

Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs. Early civilizations also developed religious beliefs to help explain the world around them.

While the river civilizations in India, Egypt, China and Mesopotamia reflected the common features of civilization, each one developed unique attributes. These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.

Seventh-grade students return to the study of civilizations with World Studies from 750 B.C. to 1600 A.D.

**Instructional Strategies**

Using maps of the given regions, discuss geographic characteristics of the regions and hypothesize how those characteristics may have contributed to the growth of these early civilizations. Discussion could include the influence of rivers, deserts, mountains or other significant features.

Working in small groups, have each group research one of the early civilizations (India, Egypt, China and Mesopotamia) and complete its portion of a graphic organizer that compares the characteristics of the civilizations. Then re-group students to share with the others what they learned about their assigned civilizations and complete the remaining portions of the graphic organizer.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://thissite). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

Extend learning by having students write a persuasive essay evaluating why they would choose to live in one of the civilizations studied rather than the others.

**Instructional Resources**

**Lesson Plan: Chinese Inventions**

[http://asiasociety.org/education/resources-schools/elementary-lesson-plans/chinese-inventions](http://asiasociety.org/education/resources-schools/elementary-lesson-plans/chinese-inventions)

This lesson plan from the Asia Society introduces students to technological innovations that originated in China.
### Lancaster City Schools - Social Studies Course of Study Grade 6

**Expectations for Learning**
Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia.

Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

**Connections**
Create a unit of study around the question: *What role did geography play in the development of early civilizations?*
Include Geography Content Statements 6, 7 and 8.

**Academic Content Standards in Technology** provide the opportunity to discuss the development of technology in early civilizations; see Grade-Level Indicator 4. Technology is developed by people to control natural and human-made environments.

### Essential Questions
*How have ideas and events from the past shaped the Eastern Hemisphere today?*
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 6

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<tr>
<td>Strand</td>
<td>Geography</td>
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<tr>
<td>Topic</td>
<td>Spatial Thinking and Skills</td>
</tr>
<tr>
<td></td>
<td>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</td>
</tr>
</tbody>
</table>

| Content Statement | 3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. |

Content Elaborations

Geographic information is compiled, organized, manipulated, stored and made available in a variety of representations. Students need to acquire the skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images) to communicate information from a spatial perspective.

Sixth-grade students need to apply their understanding of the basic properties of maps, globes, diagrams and aerial and other photographs to gather, process and report information about people, places and environments.

Students should become familiar with the tools of modern cartographers, including computer-assisted mapping and geographic information systems (GIS). If available, students should gain experience using these tools.

Cartographers create maps for specific purposes and represent the context in which they were created (e.g., time, place, culture).

Expectations for Learning

Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.

Explain that maps are created for specific purposes and represent the context in which they were created.

Instructional Strategies

Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

Have students act as cartographers, working independently or as groups, to create maps of the classroom, playground, school or community. Students should use varying scales appropriate to the area being mapped. Students can use their previous knowledge of scale, cardinal directions, map keys, titles and grids to add details to their maps.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Help students understand the structure and purpose of maps by asking them to create and label a map of their neighborhood on paper.

As an extension activity, have students look for evidence of perspective or bias in historical and contemporary maps.

Instructional Resources

Lesson Plan: Mapping Perceptions
http://asiasociety.org/education/resources-schools/elementary.lesson.plans/mapping. perceptions

This lesson plan from the Asia Society discusses what maps can tell us about how their makers perceive the world.
## Lancaster City Schools - Social Studies Course of Study Grade 6

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<tbody>
<tr>
<td>This government site lets us assemble, view and print maps. Choose from hundreds of layers of geographic information and display map layers individually or mixed with others according to your needs.</td>
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<tr>
<td>This is an interactive museum for student and teacher use. Visit <strong>Gallery 1: The World in Spatial Terms</strong> to use the <strong>Globe Projector, Mental Mapper and World Viewer</strong>.</td>
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<tr>
<th>Connections</th>
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<tr>
<td>Connections can be made to Technology Communication and Applications; see Grade-Level Indicator 1. Explain that information is communicated for specific purposes.</td>
</tr>
</tbody>
</table>

### Essential Questions

*How do we know what we know about the world today?*
### Ohio’s New Learning Standards: K12 Social Studies

**Lancaster City Schools - Social Studies Course of Study Grade 6**

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<tr>
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<td>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</td>
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<table>
<thead>
<tr>
<th>Content Statement</th>
<th>4. Latitude and longitude can be used to identify absolute location.</th>
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</table>

#### Content Elaborations

Latitude and longitude are imaginary lines used to identify absolute location on the earth’s surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates. Students in grade five become familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.

Latitude measures distance north and south of the earth’s equator, while longitude measures distance east and west of the prime meridian. Students should be able to use coordinates of latitude (including degrees north or south) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.

Longitude describes a point’s position on Earth’s surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles.

Latitude describes a point’s position on Earth’s surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.

#### Expectations for Learning

Use latitude and longitude coordinates to identify absolute location.

#### Instructional Strategies

- Have students use an online mapping tool such as Google Earth to identify a places absolute location.

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://example.com). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

- Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian.
- Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.
- The game Battleship can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.

#### Instructional Resources

**National Atlas**

http://nationalatlas.gov/articles/mapping/alatlong.html

The National Atlas provides an article describing latitude and longitude, including illustrations and Web links.

**National Geographic Society**


This is an interactive museum for student and teacher use. The Crack the Code activity challenges students to use latitude and longitude to solve a mystery. Select Activities.

#### Essential Questions
Lancaster City Schools - Social Studies Course of Study Grade 6

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<tr>
<th>Theme</th>
<th>Regions and People of the Eastern Hemisphere</th>
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<td>Strand</td>
<td>Geography</td>
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<td>Topic</td>
<td>Places and Regions</td>
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A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

Content Statement 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

Content Elaborations
Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

Regions are human constructs used to identify and organize areas of the Earth’s surface based upon shared characteristics. Regions can be determined based upon various criteria:

- Landform refers to the shape, form or nature of physical feature of earth's surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

Expectations for Learning
Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

Instructional Strategies
Use overlapping maps to compare regions with differing characteristics. Maps can show climate regions, population density, economic activity, landforms or topography. For example, compare two regional maps of Asia—one with climate regions and another with cultural regions. Have students look for correlations between regional characteristics (e.g., How does climate correlate with population? What is the relationship between economic activity and landforms? What is the relationship between topography and agriculture?).

Use a jigsaw approach to have students research and share information on regions in the Eastern Hemisphere. Group students by criteria including landform, climate, population, culture and economics. Have them research the criteria and use that criteria to divide the Eastern Hemisphere, or a portion of it, into regions based on that criteria. Regroup students to share their maps and compare how the regions have different boundaries based on the criteria used.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org

Have students create posters using images from magazines or Web-based sources to create posters that show characteristics of different regions.

Instructional Resources
National Atlas Map Maker tool
http://www.nationalatlas.gov/mapmaker
This government site lets us assemble, view and print maps. Choose from hundreds of layers of geographic information and display map layers individually or mixed with others according to your needs.

Essential Questions
How does where you live influence how you live?
### Ohio’s New Learning Standards: K12 Social Studies

**Lancaster City Schools - Social Studies Course of Study Grade 6**

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**Human Systems**

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Content Statement

6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

### Content Elaborations

Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.

Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

### Expectations for Learning

- Explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- Explain how human activities have altered the physical environments of the Eastern Hemisphere.

### Instructional Strategies

List multiple physical environments on the board and then brainstorm how these variations in the physical environment have influenced how people live. Have students role play a human activity that might occur in a particular environment. Distribute environmental cards to student groups. Have them research the lifestyle of peoples living in that environment and select a human activity to role play or present to the class. Students should be able to explain the connection between the environment and the human activity.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

Connections

Create a unit of study around the question: How have human activities changed the environment? This might focus on one region of the world (e.g., the Middle East) or one country (e.g., China).

### Essential Questions

**How does where you live influence how you live?**
Theme | Regions and People of the Eastern Hemisphere
---|---
Strand | Geography
Topic | Human Systems

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Content Elaborations
People, products and ideas move from place to place in the Eastern Hemisphere for political, environmental, social and economic reasons. Students should be familiar with these factors from their study of the Western Hemisphere in grade five.

During grade six, students will study some of the political, environmental, social and economic factors that cause movement and learn more about how these factors have influenced the diffusion of cultures in the past and today.

- Political factors include changes in political leadership, citizen rights, etc.
- Environmental factors include climate, natural disasters, etc.
- Social factors include discrimination, intolerance, religious freedom, etc.
- Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc.

The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.

Expectations for Learning
Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.

Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.

Instructional Strategies
Have students create a case study examining a current migration pattern in the Eastern Hemisphere (e.g., students can investigate why the population of Beijing has grown so significantly in the past few decades).

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Connections
As students study the spread of technological innovations, connections can be made to the Academic Content Standards in Technology. See Nature of Technology, Benchmark C.
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 6

**Theme** | **Regions and People of the Eastern Hemisphere**
---|---
**Strand** | Geography
**Topic** | Human Systems
Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

| Content Statement | 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism). |

**Content Elaborations**
Modern cultural practices and products in the Eastern Hemisphere have been influenced by both cultural tradition and diffusion. As systems of trade and transportation developed, people traveled and migrated across continents, spreading their cultural practices and products.

As sixth-grade students study the cultural practices and products of the river valley civilizations, they can look for evidence of their influence on modern cultural practices and products (e.g., silk was a prized commodity in Ancient China and continues to be a luxury product today).

Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify the geographic origins, founding leaders and teachings of Buddhism, Christianity, Hinduism, Islam and Judaism. As students study these religions, they should look for evidence of the lasting influence of religious diffusion in the modern world.

Diffusion can be defined as the spread of people, ideas, technology and products among places.

**Expectations for Learning**
Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.

Describe the influence of religious diffusion in the modern world.

**Instructional Strategies**
Have students design and complete a graphic organizer that compares the core beliefs of the world’s five major religions.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Extend student learning by having students choose a nearby house of worship other than their own and have them research the symbolism of the different features of the building. If possible, students can talk with religious leaders to learn more about their beliefs and practices. Then, have students create a chart or write a report that describes what they learned.

**Instructional Resources**
**Lesson Plan: Geometry and Islam: Religious Beliefs Made Visual**
http://asiasociety.org/education/resources-schools/secondary-lesson-plans/geometry-and-islam
Connect to mathematics through this lesson plan from the Asia Society.

**Connections**
Make the study of world religions relevant by providing some examples of different houses of worship nearby. If only one religion is represented locally, discuss why this might be so and research where in Ohio other religions are practiced.

**Essential Questions**
How have ideas and events from the past shaped the Eastern Hemisphere today?
### Regions and People of the Eastern Hemisphere

**Strand:** Government

**Topic:** Civic Participation and Skills

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

**Content Statement**

9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

### Content Elaborations

Sixth-grade students continue developing civic participation skills by using a variety of historic and contemporary sources for information. Each source reflects a specific viewpoint or perspective on a topic.

Students should understand the importance of examining the accuracy of a source by considering the following:

- Can the information be verified in other sources?
- What are the author’s sources of information?
- Is the information original or reprinted/excerpted from another source?
- How does the source compare with others on the same topic?

In grade seven, students will learn about historical perspective (the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today’s norms and values).

### Expectations for Learning

Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.

Examine a variety of sources for accuracy.

### Instructional Strategies

Have students compare multiple sources to discuss point of view and accuracy. Show video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources.

- Instruct students to compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed.
- In small heterogeneous groups, have students record their observations on large self-adhesive chart paper, share the information with the class and post the chart paper in the classroom.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Fact Check ED**
www.factchecked.org

This website provides resources and lessons primarily focused on Web-based media and methods for evaluating accuracy of websites.

### Connections

Have students create a National History Day (www.ohioshistoryday.org) project, examining a historic topic from multiple perspectives. Connect to Content Statements 2 and 8.

### Essential Questions

How do we know what we know about the world today?
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 6

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<tr>
<td>Topic</td>
<td>Roles and Systems of Government</td>
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<tr>
<td></td>
<td>The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</td>
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</tbody>
</table>

| Content Statement | 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. |

Content Elaborations
The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level. Students should understand the basic characteristics of each type of government listed, including how power is attained and held, and the relationship between those governing and those being governed.

- In a democracy, the power of those in authority is limited because the people retain the supreme power.
- In a dictatorship, a ruler or small group with absolute power over the people (e.g., North Korea) holds power, often through force.
- Monarchy is a government in which authority over the people is retained through a tradition of allegiance (e.g., Saudi Arabia).
- Theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).

Students should recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
CIA’s World Factbook
www.cia.gov
Access information on world governments. Search for world factbook.

Use picture books to introduce democracy, dictatorship and monarchy (e.g., D is for Democracy by Elissa Grodin, Yertle the Turtle by Dr. Seuss).

Connections
For example, governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People’s Republic of Korea (North Korea), which in reality is a communist state led by a dictator.

Some countries may use a combination of two governmental systems. For instance, the United Kingdom has a royal family, which suggests a monarchy, but as a constitutional monarchy is in practice much closer to a democracy.

As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens’ liberties and responsibilities varies according to the limits of the governing body’s authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator’s authority is unlimited, resulting in strict limits on citizens’ liberties and responsibilities.

**Expectations for Learning**
Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy.

Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.

**Essential Questions**
*How does governmental authority affect citizens’ rights?*
Themes: Regions and People of the Eastern Hemisphere
Strand: Economics
Topic: Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

**Content Statement**

11. Economists compare data sets to draw conclusions about relationships among them.

**Instructional Strategies**

Have students work in groups to research the imports, exports, economic activities and natural resources of multiple countries on multiple continents. Students should identify the geographic features of the countries (e.g., location, physical features), then create a chart comparing these items. Challenge students to use the chart to make inferences using the following questions: Why do certain countries specialize in certain products? Why are certain products imported while others are exported? Do the geographic features influence the economic activities? How does the country capitalize on its natural resources? How does the country use its available resources? Is the country developed or developing?

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

**Essential Questions**

How do we know what we know about the world today?
### Ohio’s New Learning Standards: K12 Social Studies

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<tr>
<td>Content Statement</td>
<td>12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</td>
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</table>

**Content Elaborations**

This content statement builds on foundational understanding of economic choices and their consequences begun in kindergarten. Students will understand and be able to predict the present and future consequences of personal and collective economic choices. Sixth-grade students will look at how the way people make and evaluate choices and consequences is relative and differs across individuals and societies.

**Expectations for Learning**

Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

**Instructional Strategies**

Have students investigate the present and future consequences of purchasing an item made locally or imported. Connect to students lives by allowing them to investigate an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.

Have students investigate a choice made to improve access to water (like the Chinese dam on the Yangtze River) discussing both present and future consequences. Students should be challenged to view the choices from multiple perspectives and think about how the evaluation of choices may differ among individuals and societies based on differing values and priorities (environmentalist views vs. those of a construction worker).

**Career Connection**

Students will choose a product that is both locally produced and imported. They will compare the price of each product and identify factors that impact the price and availability of the product. Students will investigate the impact on the local economy of buying a locally produced product versus one that is imported, focusing on demands, outlook, and availability of careers needed to create the product (e.g., manufacturing, transportation, logistics).

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

Connect to communication skills in the Common Core State Standards for English Language Arts. Use a debate format to have students research and discuss differing points of view on an environmental issue. This activity can connect social studies Content Statements 9, 10, 11, and 12.

Students can investigate the consequences of technology and the role of technology in mitigating environmental consequences as described in the Academic Content Standards for Technology.

**Essential Questions**

Why can’t people have everything they want?
Ohio’s New Learning Standards: K12 Social Studies

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<td>Topic</td>
<td>Scarcity</td>
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<tr>
<td></td>
<td>There are not enough resources to produce all the goods and services that people desire.</td>
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| Content Statement | 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce. |

**Content Elaborations**

Students in sixth grade are introduced to the fundamental questions of economics: what to produce, how to produce it and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.

Societies make decisions about what to produce and how to produce it based on the availability of productive resources (human resources, capital goods and natural resources). Decisions about for whom to produce often are based on demand and means of distribution.

**Expectations for Learning**

Explain how individuals and societies answer the fundamental questions of economics.

**Instructional Strategies**

Working in small groups, assign students a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and have students invent a new product targeted to that group. Have students identify what resources they would need and how they would produce the item. Then, have students create an advertisement to market their item to their targeted group.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Lesson Plan: The International Trade Game**

www.westernreservepublicmedia.org/economics/index.htm

This lesson is available as part of a PBS economics unit entitled Economics Academy 101. The unit includes a variety of economics lessons and links to other Web-based resources.

**Connections**

**Essential Questions**

Why can’t people have everything they want?
Ohio's New Learning Standards: K12 Social Studies

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There are not enough resources to produce all the goods and services that people desire.

**Content Statement**

14. When regions and/or countries specialize, global trade occurs.

**Content Elaborations**

Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Sixth-grade students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.

When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce.

Students can investigate examples of trade within the Eastern Hemisphere and globally, tracking the production and sale of goods and services using economic data. For example, students can use economic data to discuss the production and consumption of oil, agricultural products (e.g., coffee, soybeans) or manufactured items (e.g., toys, clothing).

**Expectations for Learning**

Explain how specialization leads to global trade.

**Instructional Strategies**

Identify several countries that are trading partners. Have students explain why these countries depend on each other and create a map to visually show the trading relationship between the countries. Color-code and label the lines to indicate imports and exports. Ask students to hypothesize what would happen if one of the countries stopped trading with the others or were unable to produce a particular product.

Have students investigate where items in the classroom and their homes were made. In mixed-ability groups, have students locate and graph where numerous items in the classroom were made. Students can independently research numerous items at home and graph the location of where those items were made. Discuss the relationship between resources available in world regions with the items produced in those regions. Discuss how availability of resources leads to specialization and global trade.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](#).

**Instructional Resources**

**Connections**

**Essential Questions**

Why can’t people have everything they want?
### Theme
**Regions and People of the Eastern Hemisphere**

### Strand
**Economics**

### Topic
**Markets**
Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

### Content Statement
15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

### Content Elaborations
Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and inputs and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.

**Interaction of supply and demand:** The availability of a good or service and the demand for that good or service interact to determine price. For instance, if demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, prices for gasoline will rise. When refinery production exceeds demand, producers will drop prices for gasoline in an attempt to get car owners to purchase more gasoline.

**Influence of competition:** Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For instance, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers.

**Quantities of outputs produced and inputs used:** The interaction of supply, demand and competition influences the quantities of goods and services produced (outputs) and therefore the quantities of productive resources used (inputs).

### Instructional Strategies

#### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org).

#### Instructional Resources
**Lesson Plan: The Price of Gasoline: What’s Behind It?**

This lesson plan from the Council for Economic Education focuses on how price is affected by supply, demand and competition.

#### Connections
As supply, demand and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their outputs (copies of the game), as well as their use of inputs (productive resources like plastic to create discs and workers to package them).

**Expectations for Learning**
Explain how supply, demand and competition interact to determine price.

Explain how supply, demand and competition interact to influence quantities of inputs and outputs.

**Essential Questions**
*Why can't people have everything they want?*
### Financial Literacy

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

#### Content Statement

16. When selecting items to buy, individuals can compare the price and quality of available goods and services.

### Content Elaborations

Financial literacy in grade six is related to the Economics Content Statements 13-15, in the topics of scarcity and markets. Students should understand how individuals compare the price and quality of goods and services when selecting items to buy. Students should discuss how consumers can gather information on price and quality, including print and Web-based advertising, personal recommendations and independent reviews.

Many consumer products currently are produced and/or assembled in Asia. Students can explore reasons why items manufactured in Asia (e.g., clothing, toys, electronics) might have lower prices than those produced in the United States. They can discuss the pros and cons of purchasing foreign-made products, including price and quality.

### Expectations for Learning

Explain how individuals compare price and quality when selecting goods and services to buy.

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### Essential Questions

**Why can’t people have everything they want?**
Grade 7
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 7

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<th>Theme</th>
<th>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</th>
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<tr>
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<tr>
<td>Topic</td>
<td>Historical Thinking and Skills</td>
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</table>

Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

<table>
<thead>
<tr>
<th>Content Statement</th>
<th>1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Elaborations</td>
<td>Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.</td>
</tr>
</tbody>
</table>

Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist’s interpretation of an event, students should look to see how they meet this standard.

By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

<table>
<thead>
<tr>
<th>Expectations for Learning</th>
<th>Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today’s norms and values.</th>
</tr>
</thead>
</table>

| Instructional Strategies | Examine a variety of primary sources such historical accounts, paintings, maps, diaries and personal accounts to describe a historical event or period. |

Students create a written record (e.g., diary, news article, drawing, mural) on a historic event (e.g., opening of the Roman Coliseum) as if the student was alive during the time period.

Students create advertisements on historic events, inventions and people (e.g., Islamic medicine, Roman architecture, Greek or Roman gods and goddesses [Apollo, Aphrodite, Poseidon], democracy [voting], Olympics, trade with Africa) from the perspective of people living at that time.

| Career Connection | Students will research the careers and roles involved in the preservation of antiques (e.g., museum technicians, archivist, curator, preservationist, historian, archaeologist). Through their research, students will explore how archaeological sites are excavated and studied, and how paintings and maps are preserved and studied. Provide students with reliable resources for accessing this content (e.g., American Institute for Conservation of Historic and Artistic Works, click here, Archival preservation and restoration at the Vatican, click here). |

| Diverse Learners | Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. |

| Instructional Resources | Motel of the Mysteries by David Macaulay |

This book can be used as a discussion starter or as an introduction to an activity in which students create their own version using of the book using artifacts found in their school.

| Connections | |

Essential Question
### Theme
**World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

### Strand
**History**

### Topic
**Early Civilizations**

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

### Content Statement
1. **The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.**

### Content Elaborations
The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece. Greece developed a direct democracy.

The Greeks created the astrolabe, the pulley block, the wood screw, ore smelting and casting, and built faster ships. The influence of Ancient Greek art and building designs (e.g., rectangular temples with tall columns all around) can be seen in many cities today. Greek literature inspired the Romans and other writers over the centuries. Greeks also developed the study of history.

Rome influenced government and law by creating the first republic with elected officials and a system of laws that laid the foundation for many governments. It created a written constitution, a tripartite government (executive, legislative and judicial branches), a system of checks and balances, and a sense of civic duty.

Roman roads, basilicas, amphitheaters, aqueducts and layouts of cities continue to influence the modern world. Many modern government buildings have Roman styling that includes domes and arches.

Roman literature and poetry impacted future western civilizations. Rome's contributions to art include frescoes and sculptures.

### Instructional Strategies
- Have students choose a Greek or Roman deity and create a product, commercial, tabloid headline or movie poster featuring that deity and his or her attributes.
- Teachers and/or students create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today's society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc.
- Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

Fold a piece of paper in half horizontally and cut the front side in half to the fold, creating two flaps. Label one side Athens and the other Sparta. Have students write key characteristics of each society under the flaps.

### Instructional Resources
- **Roman City** (DVD) from David Macaulay

### Lesson Plan: To Be or Not to Be Democratic
[http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531388](http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531388)

This ODE Model Lesson can be adapted to Content Statements 2 and 17.
The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans, it eventually became the official religion of the empire.

**Expectations for Learning**
Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

**The Roman Empire: In the First Century**
http://www.pbs.org/empires/romans/educators/lesson7.html
This is Lesson VII in the PBS series that focus on the great achievements of Rome in technology and medicine. This site has lessons, activities and resources that can be adapted to this content statement.

**Connections**
Connect to Geography Content Statement 12 using geographic factors and focusing on Greece as city-states and the importance of their location on the Mediterranean (e.g., location of Athens vs. Sparta).
**Theme**  
World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

**Strand**  
History

**Topic**  
Feudalism and Transitions

Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.

**Content Statement**

3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.

**Content Elaborations**

The breakup of the Roman Empire, hastened by Germanic invasions and the decline of Roman institutions such as a central government, led to the development of feudal and manorial systems.

Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals.

The manorial system was related to feudalism. It was an economic relationship between the peasants and lord. The peasants worked on land owned by the lord in return for fixed dues in kind, money and services. The manorial system prevailed in many European countries.

By the 13th century, the Mongols had invaded and established dominance in Central Asia, China, Persia, Tibet, Iraq, much of Asia Minor and all of southern Russia.

The Byzantine Empire was invaded by the Ottoman Turks in the 14th and 15th centuries, and finally fell in 1453. Constantinople was the ultimate goal for the Turks since its physical position was very favorable economically, militarily and strategically.

**Expectations for Learning**

Describe how Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.

Describe how the dominance of Mongols in Asia led to the destruction of the Byzantine Empire by the Turks.

**Instructional Strategies**

Use graphic organizers such as multi-tier timelines and flowcharts to help students sequence the order of events connecting the Germanic (Barbarian) invasions with the shift of the Roman capital to Byzantium. Students can describe how this set the stage for feudalism and the manorial system. (In the void that was created, new systems of government and economics emerged.)

Create a feudal-manor recreation role play. Using a variety of social classes, assign students to be members of a particular social class. Provide students with a problem to solve within feudal manor life.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

The Fall of Rome  
[http://library.thinkquest.org/26907/fall.htm](http://library.thinkquest.org/26907/fall.htm)  
This website covers the Germanic and Mongol invasions that led to the fall of the Roman Empire.

Feudalism and the Feudal Relationship  
OSSRC reviewed the text from this lecture from The History Guide, which was created for older students. With teacher assistance, students can delve deeper into feudalism.

Mongol Empire  
This website has teaching units that can be aligned to this content statement.

**Connections**

**Essential Questions**
**Ohio’s New Learning Standards: K12 Social Studies**

**Lancaster City Schools - Social Studies Course of Study Grade 7**

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</tr>
<tr>
<td>Content Statement</td>
<td>4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</td>
</tr>
</tbody>
</table>

**Content Elaborations**
The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. This dynasty strengthened trade in China by exporting porcelain and silk.

Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries.

The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an insular and isolated society that continued to the 19th century.

**Expectations for Learning**
Explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist.

**Instructional Strategies**

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Have students to create a game board based upon the Silk Road trade route with product cards to represent the specialized products.

**Instructional Resources**

**Lesson Plan: Japan: Feudalism**<br>http://www.globaled.org/japanproject/lessons/lesson03_3.php<br>This lesson plan from the Japan Project focuses on how Japan was impacted by an attempted Mongol invasion and its development of a feudal system.

**Connections**

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**Essential Questions**
### Feudalism and Transitions
Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.

#### Content Statement
5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

**Content Elaborations**
In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. This year, the study focuses on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.

Muslims made contributions in anatomy, physiology and pharmacology, and in medicine with the creation of a medical textbook. Islamic advances in astronomy aided their development of a calendar and improvement of the astrolabe.

They helped establish chemistry as a distinct branch of science and trigonometry as a distinct branch of mathematics. Muslims produced world maps and, later, served as navigators for European explorers.

Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades.

As the golden age of Islam was waning in the 15th century, its impact on learning and culture was evident in the Italian Renaissance that began to flourish.

**Expectations for Learning**
Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.
**Theme**  
*Lancaster City Schools* - Social Studies Course of Study *Grade 7*

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| Topic | Feudalism and Transitions  
Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions. |
| Content Statement | 6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes. |

**Content Elaborations**  
Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society.  

The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society.  

It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of the earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church.  

**Expectations for Learning**  
Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.

**Instructional Strategies**  
Create a PowerPoint presentation or Google Map multimedia tour of museums that relate to the Renaissance (e.g., Palace of Versailles, Louvre, British Museum of Art).

**Diverse Learners**  
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**  
Renaissance: What Inspired This Age of Balance and Order?  
http://www.learner.org/interactives/renaissance/  
A product of the Annenberg Foundation, this site offers multiple resources and interactive features for students.

**Connections**  
Connect to Government Content Statement 18 regarding the emergence of nation states.

**Essential Questions**
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<tr>
<td>Content Statement</td>
<td>7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.</td>
</tr>
</tbody>
</table>

**Content Elaborations**
The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.

The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g. use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).

**Expectations for Learning**
Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.

**Instructional Strategies**

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](https://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

**Instructional Resources**

**Connections**

**Essential Questions**
### Ohio’s New Learning Standards: K12 Social Studies

#### Lancaster City Schools - Social Studies Course of Study Grade 7

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The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.

| Content Statement | 8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. |

### Content Elaborations

Trade was central to the economic and cultural development of the West African kingdoms of Ghana, Mali and Songhay. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth), and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.

Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of eastern Europe.

The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.

Chinas great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.

### Instructional Strategies

Have students participate in a silent barter in the model of West African Trading Kingdoms.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

- **West African Kingdoms**
  OSSRC reviewed this BBC website, which informs readers about the history and plight of West African Kingdoms through video, sound, pictures and information. Many opportunities for student interaction with the text are provided.

- **Trekking to Timbuktu: Trade in Ancient West Africa**
  OSSRC reviewed this website, which teaches students how trade played an important role in the economy of West Africa between the 14th and 18th centuries.

- **Lesson Plan: A Golden Age: Three West African Empires**
  [http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313f9](http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313f9)
  This ODE Model Lesson can be adapted to Content Statement 8.

- **Lesson Plan: Effects of the Silk Road**
  [http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897](http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897)
  This ODE Model Lesson can be adapted to Content Statement 8.

### Essential Questions

Describe how empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.
### Content Elaborations

Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.

Unlike the Atlantic slave trade that began the 16th century, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.

The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.

This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

### Expectations for Learning

Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.

### Instructional Strategies

Students create a newspaper with articles on the Kingdom of Ghana and trans-Saharan slavery. The PBS teachers’ website has a lesson on *Slave Kingdoms* that can be adapted with a narrower focus on African slavery, located at [http://www.pbs.org/teachers/connect/resources/1642/preview/](http://www.pbs.org/teachers/connect/resources/1642/preview/).

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this [site](http://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

- **The Achievements and Challenges of Mali**
  - [http://www.worldtrek.org/odyssey/teachers/malilessons.html](http://www.worldtrek.org/odyssey/teachers/malilessons.html)
  
  This site provides activities and resources on the culture and history of Mali.

### Connections

Connect with Content Statement 21 regarding the growth of markets.

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**Ohio’s New Learning Standards: K12 Social Studies**

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<td></td>
<td>The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.</td>
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</table>

| Content Statement                        | 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. |

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**Essential Questions**
## Theme
World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

## Strand
History

## Topic
First Global Age
- The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.

## Content Statement
10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

### Content Elaborations
As the European powers gained new territories in the Americas, Africa and Asia, they impacted their own economies as well as the areas they claimed. The European powers (e.g., England, France, Portugal, The Netherlands, Spain) gained new wealth from the resources they acquired through their explorations, conquests and colonization.

The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous peoples to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.

### Essential Questions
Describe how European economic and cultural influence increased through explorations, conquests and colonization.

## Instructional Strategies

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

#### Conquistadors
This PBS website has lessons on the Spanish colonization of the New World.

### Connections
Connect with Content Statement 21 regarding the growth of markets.
World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

First Global Age
The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.

11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.

Content Elaborations
The Columbian Exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of fauna (animal life), flora (plant life) and pathogens (microorganisms that cause diseases) between Europe, the Americas and the rest of the world.

Europeans introduced horses, pigs, sheep and cattle to the Americas. Foodstuffs that were transported included bananas, beans, citrus fruits, coffee, grapes, olives, rice and sugar cane. Europeans brought communicable diseases (e.g., measles, small pox) that ravaged the American Indian population.

American Indians introduced Europeans to turkeys, as well as cacao beans, maize, potatoes, tomatoes, pineapples, pumpkins, peppers and tobacco. Diseases also were carried back to Europe, but with a less devastating impact than those brought to the Americas.

The cultures in both continents adapted to these exchanges. For example, the horse became central to American Indian life, while the potato became an integral part of the Irish diet.

The Columbian Exchange impacted societies in ways still evident today. Many countries in the Americas are major producers of foodstuffs and products from animals introduced by the Europeans. Likewise, Europeans are producers and consumers of foodstuffs introduced to them by the American Indians.

Expectations for Learning
Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.

Instructional Strategies
Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Columbian Exchange
http://daphne.palomar.edu/scrout/colexc.htm
This website provides information and links on the Columbian Exchange.

Connections
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 7

<table>
<thead>
<tr>
<th>Theme</th>
<th>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</th>
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</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Geography</td>
</tr>
<tr>
<td>Topic</td>
<td>Spatial Thinking and Skills</td>
</tr>
<tr>
<td></td>
<td>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</td>
</tr>
<tr>
<td>Content Statement</td>
<td>12. Maps and other geographic representations can be used to trace the development of human settlement over time.</td>
</tr>
</tbody>
</table>

**Content Elaborations**
Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.

These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries.

Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.

**Expected for Learning**
Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.

**Instructional Strategies**
Have students use historical maps or other geographical representation to trace the development of human settlement of a region over time. For example, have them use maps to study trade routes and transportation networks between regions.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**
Perry-Castaneda: Library: Map Collection
http://www.lib.utexas.edu/maps/index.html
OSSRC reviewed this University of Texas at Austin website, which offers online maps, including historical maps, of most destinations in the world. In addition, this site has links to maps on other websites.

Lesson Plan: Location, Location, Location
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a37
This ODE Model Lesson provides activities that will engage students in the study of physical and historical maps of ancient river civilizations and can be adapted to Content Statement 12.

**Connections**
<table>
<thead>
<tr>
<th>Theme</th>
<th>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</th>
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</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Geography</td>
</tr>
<tr>
<td>Topic</td>
<td>Human Systems</td>
</tr>
<tr>
<td></td>
<td>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.</td>
</tr>
<tr>
<td>Content Statement 13.</td>
<td>Geographic factors promote or impede the movement of people, products and ideas.</td>
</tr>
</tbody>
</table>

**Content Elaborations**

Geographic factors (e.g., climate, bodies of water, mountains, deserts, proximity to natural resources) can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing.

**Expectations for Learning**

Describe how geographic factors can promote or impede the movement of people, products and ideas.

**Instructional Strategies**

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Using Geography to Learn About History**

http://www.nationalgeographic.com/xpeditions/lessons/17/g912/greece.html

This National Geographic website has activities that can be aligned to Content Statement 13.

**Lesson Plan: Geography Matters in History**

http://www.nationalgeographic.com/xpeditions/lessons/17/g68/history.html

This National Geographic lesson can be adapted for world studies.

**Connections**

Connect teaching of Content Statements 13, 14 and 15 around the concept of diffusion.
### Theme

**World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

### Strand

**Geography**

### Topic

**Human Systems**

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Content Statement

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

### Content Elaborations

Trade routes connecting Africa, Asia and Europe not only provided the exchange of technology, but also helped spread religious ideas.

The spread of technology took place when caravans from the East brought products such as glass, paper, the magnetic compass and gunpowder along the Silk Road. Caravans from the West brought gold, precious metals and stones, ivory and textiles. Islam expanded as Muslim traders travelled along the Silk Road to Asia and along trade routes connected to African kingdoms. They exchanged goods such as ornamental weapons and utensils.

Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also penetrated China through the Silk Road, the major trade route connecting Europe and Asia.

Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

### Instructional Strategies

Develop a comprehensive map of the Salt Trade focusing on the rise of Kings and Empires. Do the same for the Silk Road using Marco Polos notebook as a guide.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

- **The Story of Salt**, by Mark Kurlansky and S.D. Schindler
- **Trekking to Timbuktu:** Trade in Ancient West Africa
  - OSSRC reviewed this website, which shows how trade played an important role in the economy of West Africa between the 14th and 18th centuries.
- **Silk Road: Spreading Ideas and Innovations**
  - This website of the Asia Society provides the impact of the Silk Road.
- **Belief Systems Along the Silk Roads**
  - [http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads](http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads)
  - This Asia Society website examines how religions and philosophies spread throughout the Silk Road over the centuries.
- **Lesson Plan: Effects of the Silk Road**
  - [http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897](http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897)
  - This ODE Model Lesson can be adapted to Content Statement 14.

### Connections

Connect teaching of Content Statements 13, 14 and 15 around the concept of diffusion. Also, connect Content Statement 21 regarding the growth of markets.

### Essential Questions

- Explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
# World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

## Human Systems

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

## Content Statement

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

## Content Elaborations

### Cultural diffusion

Cultural diffusion refers to the spread of the traits, ideas and products of a culture. Diffusion has increased over time with improvements in transportation, communication and technology.

Improvements in transportation and technology facilitated cultural diffusion. For example, the roads built by the Romans allowed for the spread of Christianity. The invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed Spain to explore new lands.

Improvements in communication and technology facilitated cultural diffusion. For example, the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books. The printing of the Bible hastened the Protestant Reformation.

### Instructional Strategies

Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Columbian Exchange) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today's sharing of ideas using the Internet.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

#### Silk Road: Spreading Ideas and Innovations

http://asiasociety.org/countries-history/trade-exchange/silk-road-spreading-ideas-andinnovations

This Asia Society website provides background information on the impact of the Silk Road.

#### Belief Systems Along the Silk Roads

http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads

This Asia Society website examines how religions and philosophies spread throughout the Silk Road over the centuries.

#### Columbian Exchange

http://daphne.palomar.edu/scrout/colexc.htm

This website provides information and links on the Columbian Exchange.

### Essential Questions

Connect teaching of Content Statements 13, 14 and 15 around the concept of diffusion.
## Theme

**World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

## Strand

**Government**

## Topic

**Civic Participation and Skills**

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

### Content Statement

16. **The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.**

### Content Elaborations

Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have.

For example, to reach an understanding of the dynamics of the trans-Atlantic slave trade, one should analyze the perspectives of those who justified it and those who opposed it, including the slaves. An understanding of the dynamics of colonialism should include an analysis of the perspectives of the colonial power and the colonized.

It also is essential that one understands what may influence the perspective of an individual or group. These influences can be based on cultural, ethnic, religious or geographical contexts.

### Expectations for Learning

Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

### Instructional Strategies

Have students analyze the different perspectives of a historical event by examining diaries, letters, art, editorials, editorial cartoons and photographs. Students could be assigned to take a position on a given person in history and present his or her position on a critical issue of that time.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

**Cafe Conversations**

[http://www.facinghistory.org/resources/strategies/caf%C3%A9-conversations](http://www.facinghistory.org/resources/strategies/caf%C3%A9-conversations)

This website provides teaching strategies to help students gain an awareness of different perspectives of historical events.

### Connections

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**Essential Questions**

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### Theme
**World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

### Strand
**Government**

### Topic
*Roles and Systems of Government*

The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

### Content Statement

**17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.**

### Content Elaborations

The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.

The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave or made a huge payment. Citizens had rights and were expected to vote, register for the census and perform military service.

Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.

### Expectations for Learning

Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.

Explain how they influenced the structure and function of modern democratic governments.

### Instructional Strategies

- Compare the governments of Rome and the United States using a compare and contrast chart or a Venn diagram.
- Have students use a visual representation (e.g., illustrations, collage) to demonstrate an understanding of monarchy, democracy and dictatorship.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Lesson Plan: To Be or Not to Be Democratic**

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531388

This ODE Model Lesson can be adapted to Content Statements 2 and 17.

### Essential Questions
### Theme

**World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

### Strand

**Government**

### Topic

**Roles and Systems of Government**

The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

<table>
<thead>
<tr>
<th>Content Statement</th>
<th>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</th>
</tr>
</thead>
</table>

### Content Elaborations

There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments.

Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e. sovereign territorial units characterized with defined borders, common languages, culture and values).

As England emerged as a nation state, the lesser nobles limited the authority of the king by forcing him to sign the Magna Carta. The document placed limits on the power of the king and led to the development of democratic principles that influenced the Declaration of Independence and American Revolution.

### Expectations for Learning

Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

### Instructional Strategies

Have students form groups and assign them to investigate a particular European monarch who consolidated power into a nation state at the end of the Feudal period. Tell them to identify how the monarch gained and consolidated power and identify the characteristics of the country (e.g., language, culture, religion). Have students examine the succession of power after the death of the monarch, create visuals (e.g., map of the nation, nation’s emblems) and make presentations (e.g., orally, magazine article, news program).

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Magna Carta: Cornerstone of the U.S. Constitution**

http://edsitegment.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution

This EDSITEment! website provides an overview, lessons and resources on the impact of the Magna Carta on U.S. government.

### Connections

Connect to History Content Statement 6 regarding the decline of Feudalism and rise of the Renaissance.

### Essential Questions
### Content Statement

19. **Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.**

### Content Elaborations

Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs with the benefits. The desired choice is when the benefits of a decision exceed the costs. This decision-making process is referred to as cost-benefit analysis.

For example, individuals weigh the potential costs and benefits of purchasing expensive products or attending college. Governments do the same when making economic decisions such as erecting public buildings or funding military actions. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands. Businesses determine the potential costs and benefits of activities such as investing in research and development, expanding or changing production.

### Expectations for Learning

Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.

Describe how a cost-benefit analysis consists of determining the potential costs and benefits of an action.

### Instructional Strategies

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

### Connections

### Essential Questions
### Theme

**World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

### Strand

**Economics**

### Topic

**Scarcity**

There are not enough resources to produce all the goods and services that people desire.

### Content Statement

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

#### Content Elaborations

Productive resources are not distributed equally around the world. Productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions.

Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased.

For example, the availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence.

#### Instructional Strategies

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org).

Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

**Instructional Resources**

**Lesson Plan: Effects of the Silk Road**

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897

This ODE Model Lesson can be adapted to Content Statement 20.

#### Connections

**Essential Questions**

Discuss how the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 7

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<tbody>
<tr>
<td>Strand</td>
<td>Economics</td>
</tr>
<tr>
<td>Topic</td>
<td>Markets</td>
</tr>
<tr>
<td></td>
<td>There are not enough resources to produce all the goods and services that people desire.</td>
</tr>
<tr>
<td>Content Statement</td>
<td>21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</td>
</tr>
</tbody>
</table>

**Content Elaborations**
Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.

Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so money-based systems were created.

**Expectations for Learning**
- Explain how the growth of cities and empires fostered the growth of markets.
- Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.

**Instructional Strategies**
In a large group (e.g., whole class or grade), conduct an experiential learning bartering activity. Assign one empire (Mali, Songhay or Ghana) to each group of students and role play trade of items (e.g., salt, gold, wood).

Create a role play of market trading. Use representative items for money, technology and religion. Organize students into villages with differing resources and in different geographic locations. Have students engage in trade (one trader per village at a time) with the goal of fulfilling basics of food, clothing and shelter, then trade for luxuries.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**
Connect with Content Statement 8 (growth of empires along trade routes), Content Statement 9 (Trans-Saharan trade and the city of Timbuktu), Content Statement 10 (European economic growth) and Content Statement 14 (growth of trade routes).

**Essential Questions**
### Content Elaborations
The Founders of the United States were generally divided on the idea of a nationwide central bank. Eventually, the First Bank of the United States was created to serve as the government’s fiscal agent and depository for funds. These historical events serve to segue into the study of banking services as part of financial literacy (as required in the Ohio Revised Code for grades seven or eight).

For individuals, the use of banking services and credit enable them to manage their finances effectively.

Savings accounts can be used to save for short- and long-term financial goals. Savings accounts earn interest from banks as payments for the use of the saver’s money.

Checking accounts can be used to pay for goods and services instead of using currency. Some checking accounts carry service fees (including overdraft fees) and some checking accounts earn interest.

There are various types of credit. Banks can make loans and offer credit cards to customers. Loans must be paid back to the bank with interest payments for the use of the money. Credit cards can be used to pay for goods and services instead of using currency. Credit cards may carry service fees. Credit cards offer various payment plans but carrying a balance on an account will require interest payments.

### Instructional Strategies
Instruction related to basic banking services can be introduced during lessons addressing the national bank.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
**Junior Achievement: Student Center**
www.ja.org

Junior Achievement’s online Student Center provides activities and simulations to engage students in learning how to manage money effectively. Select Student Center.

### Connections
**Work, Earnings and Economics: Using “Lyddie” by Katherine Paterson**

This lesson plan from the Council for Economic Education connects to the Common Core State Standards for English Language Arts, and Economics Content Statements 22 and 24.

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### Essential Questions

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### Essential Questions
Grade 8
**Theme**  
*U.S. Studies from 1492 to 1877: Exploration through Reconstruction*

**Strand**  
*History*

**Topic**  
*Historical Thinking and Skills*  
Historical thinking begins with a clear sense of time—past, present, and future—and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

### Content Statement

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

#### Content Elaborations

Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent.

Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

#### Expectations for Learning

Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

#### Instructional Strategies

Students create a National History Day project by researching multiple perspectives and then develop and defend a thesis based on their research. Information on Ohio History Day can be found at [http://www.ohiohistory.org/historyday](http://www.ohiohistory.org/historyday).

Have students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives. Students will present and defend their historical narratives.

Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. Have them recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

#### Instructional Resources

**Charting the Future of Teaching the Past**  
Select *Curriculum* and then select a unit and a lesson. Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities.

**History Matters**  
[http://historymatters.gmu.edu/browse/makesense/](http://historymatters.gmu.edu/browse/makesense/)  
This site provides students with strategies to analyze various primary and secondary sources.
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 8

<table>
<thead>
<tr>
<th><strong>Primary Sources at Yale</strong></th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.yale.edu/collections_collaborative/primarysources/">http://www.yale.edu/collections_collaborative/primarysources/</a></td>
</tr>
<tr>
<td>The university’s website has a primary source database with digital copies of hundreds of historical primary sources.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>The National Archives</strong></th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a></td>
</tr>
<tr>
<td>This website is a source of free primary source documents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Boston Massacre</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This website provides a picture of an engraving by Paul Revere that depicts the Boston Massacre. It is titled <em>The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770.</em></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Famous American Trials</strong></th>
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<tbody>
<tr>
<td><a href="http://www.law.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html">http://www.law.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html</a></td>
</tr>
<tr>
<td>This website, <em>Famous American Trials</em> by Douglas Linder, has information about the Boston Massacre trials.</td>
</tr>
</tbody>
</table>

**Connections**

**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 8

<table>
<thead>
<tr>
<th>Theme</th>
<th>U.S. Studies from 1492 to 1877: Exploration through Reconstruction</th>
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<tbody>
<tr>
<td>Strand</td>
<td>History</td>
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<td>Colonization to Independence</td>
</tr>
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<td>European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.</td>
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</table>

| Content Statement | 2. **North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons** |

Content Elaborations
There were many different American Indian cultures inhabiting North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of their cultures.

Economic reasons behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., food, timber, fur, tobacco).

The religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia and converting American Indians to Christianity.

Expectations for Learning
Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Instructional Strategies
Have students use a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries.

Have students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Have them explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Essential Questions
**Theme**  
**U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

**Strand**  
History

**Topic**  
Colonization to Independence

European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.

**Content Statement**  
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

**Content Elaborations**
National rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere.

The British, French, Spanish, Swedes and Dutch struggled with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians (e.g., King William’s War, Queen Anne’s War, King George’s War, the French and Indian War).

**Expectations for Learning**
Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.

**Instructional Strategies**
Role-play an international meeting of the colonizing powers and American Indians to negotiate control of territory and resources in North America. Students should explain how competition led to conflict.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#).

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**Instructional Resources**

**Connections**

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<td>4. <strong>The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</strong></td>
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<td>The perspective of many Europeans that black Africans were inferior and uncivilized led to the forced relocation of hundreds of thousands of Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of the American colonists felt that the African slaves provided a source of cheap labor. Africans were not simply victims, but were intricately involved in the economic development of the colonies and, after the American Revolution, the United States. Slaves and freed Africans helped provide labor for northern manufacturers. They were particularly important in the maritime trade in the northern and southern colonies. Slaves also worked as artisans and domestics. Slavery was the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of rice, cotton and tobacco as cash crops. Slaves from West and Central Africa contributed their knowledge of planting rice and sweet potatoes to the colonies. The cultural contributions of American slaves include their folklore and music.</td>
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<tr>
<td>Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies. Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.</td>
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**Essential Questions**
### Theme
U.S. Studies from 1492 to 1877: Exploration through Reconstruction

### Strand
History

### Topic
Colonization to Independence
European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.

### Content Statement
5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

#### Content Elaborations
The American Revolution was made possible in part by the chain of political, economic and social changes that occurred during the Enlightenment. The ideas of Enlightenment (e.g., rights of the citizen, natural law, reason, idea of popular government) thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Tea Act, Coercive Acts, Quartering Act, Quebec Act).

Enlightenment ideas also influenced the writing of the Declaration of Independence, with an emphasis on natural rights, limitations on the power of the government, social contract and consent of the governed.

#### Expectations for Learning
Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.

#### Instructional Strategies
Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

Introduce the Enlightenment ideas on natural rights, limitations on the power of the government, social contract and consent of the governed. Form groups and have each examine the section of the Declaration of Independence that begins with “We hold these truths...” and ends with “...for their future security.” Have them identify the Enlightenment ideas reflected in this section and translate these into their own words with illustrations.

#### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

#### Instructional Resources
**National Archives**
http://www.archives.gov/exhibits/charters/chartersoffreedom1.html
The Declaration of Independence can be found with the original text at the National Archives webpage.

**Lesson Plan: King George, Give Us A Break!**
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=090784c80531d3c
This model lesson from ODE’s Instructional Management System can be adapted to Content Statement 5.

**Creating the Declaration of Independence Interactive website**
“Connect particular phrases and ideas set down in the Declaration of Independence with texts that preceded it.” References Enlightenment philosophers.
Ohio’s New Learning Standards: K12 Social Studies

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National Archives and Record Administration: Digital Classroom, Teaching with Documents
www.archives.gov/digitalclassroom/teachingwithdocuments.html
This site contains reproducible copies of primary documents, including the Declaration of Independence, and teaching activities.

Connections
Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Essential Questions

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Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand: History

Topic: A New Nation

The United States shifted in governing philosophy from a loosely organized system characterized by strong states rights to a federal system.

Content Statement: 6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

Content Elaborations:
The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.

As citizens of a new nation, the American people found themselves having to adjust to a new series of relationships. Thirteen colonies owing allegiance to Great Britain transitioned into 13 sovereign states loosely united as a confederation. Each state had to create new governing documents and address issues such as who would become citizens and with what rights, would there be established churches, and what would be done with the institution of slavery. The former colonies moved from support of a mother country under a mercantilist system to 13 separate economies facing currency, banking and trade issues.

One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth.

Expectations for Learning:
Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.

Instructional Strategies:
Have students organize a Veterans Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today.

Some ideas of the Northwest Ordinance were later found in the U.S. Constitution. Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution: the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV); the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments); the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13th Amendment). Ask the students to show the similarities and differences for each of these in both documents.

Parts of the Northwest Ordinance influenced the U.S. Constitution and Bill of Rights. Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Instruct them to cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights.

Diverse Learners:
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources:
Contact local posts of the American Legion and Veterans of Foreign Wars for assistance in planning Veterans Day programs.

Our Documents:
http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript The original text of the Northwest Ordinance can be found here.
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<td>Content Statement</td>
<td>7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</td>
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**Content Elaborations**

Major domestic problems faced by the leaders of the new republic under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included:

- Maintaining national security;
- Creating a stable economic system;
- Paying war debts;
- Collecting revenue;
- Regulating trade;
- Correcting flaws in the central government.

Challenges in writing and ratifying the U.S. Constitution included:

- Issues debated during the convention (e.g., powers of the central government vs. the states, representation of the states vs. the people, the extent of democratic participation, the continued institution of slavery);
- The Federalist/Anti-Federalist debate (i.e. Federalists supported a strong national government with its separation of powers into three independent branches, Anti-Federalists opposed a strong central government believing it threatened the power of the states and lacked a bill of rights).

**Expectations for Learning**

Explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

**Instructional Strategies**

- Have students examine primary and secondary resources to develop a narrative explaining the problems of the Articles of Confederation that led to the debate over the adoption of the U.S. Constitution.
- Have students examine the U.S. Constitution to find how it resolved the problems under the Articles of Confederation (i.e., maintaining national security, creating a stable economic system, paying war debts, collecting revenue, regulating trade, correcting flaws in the central government).
- Divide students into Federalists and Anti-Federalists. Have them research issues involved with each position for a debate on the adoption of the U.S. Constitution.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

- **Lesson Plan: The Constitutional Convention: What the Founding Fathers Said**
  

  This website provides a lesson on the debates of the Constitutional Convention. Students analyze the debates after participating in a reenactment of one of the debates.

- **A Great Compromise**
  
  http://www.senate.gov/artandhistory/history/minute/A_Great_Compromise.htm

  This website provides a resource from the U.S. Senate’s official site. This particular resource is a short history of the Constitutional Convention of 1787.
### The Federalist Debates: Balancing Power Between State and Federal Government


This *EDSITEment!* website provides an overview, lessons and resources on the issues raised by the Federalists and Anti-Federalists.

### The Federalist Papers


This is a lesson from the Constitutional Rights Foundation and focuses on different issues raised in the Federalist Papers.

### Connections

Instruction could be connected to the Federalist Papers with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.6. 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).

### Essential Questions
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<td>Content Statement</td>
<td>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</td>
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Content Elaborations
Actions of early U.S. presidential administrations established a strong federal government, including:

- Assumption of state debts, creation of the national bank, ending the Whiskey Rebellion, negotiating the Jay Treaty (Washington Administration);
- Creation of the Navy Department, maintenance of neutrality (Adams Administration);
- Expansion of U.S. territory with the Louisiana Purchase (Jefferson Administration);
- Waging the War of 1812, (Madison Administration);
- Winning the *McCulloch v. Maryland* decision, negotiating treaties to secure U.S. borders, instituting the Monroe Doctrine (Monroe Administration).

Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.

Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.

Expectations for Learning
Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Instructional Strategies
Assign student groups to one of the early U.S. presidents. Have them create a presentation on the administration’s accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Diverse Learners
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Instructional Resources
The U.S. Presidents
http://www.history.com/topics/the-us-presidents
The History Channel’s website has videos and information for students.

American President: An Online Reference Resource
http://millercenter.org/president
The Miller Center at the University of Virginia provides perspectives grounded in history about American presidents.

The Monroe Doctrine: Origin and Early American Foreign Policy
This EDSITEment website provides an overview, lessons and resources on the Monroe Doctrine that can be aligned to this content statement.

Connections

Essential Questions
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<td>The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.</td>
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<td>Content Statement</td>
<td>9. <em>The United States added to its territory through treaties and purchases.</em></td>
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### Content Elaborations

The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders.

Treaties were negotiated with Spain, Great Britain and Mexico (e.g., Adams-Onis Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo).

The U.S. expanded its territory through purchases from France, Mexico and Russia (e.g., Louisiana Purchase, Gadsden Purchase, Alaska purchase).

### Expectations for Learning

Describe how the United States added to its territory through treaties and purchases.

### Instructional Strategies

Provide students a matrix for students to complete to explain each treaty and purchase that lead to the expansion of the United States. Have students write a summarizing paragraph that describes how the United States added to its territory.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Teaching With Documents: The Treaty of Guadalupe Hidalgo**

http://www.archives.gov/education/lessons/guadalupe-hidalgo/

This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo.

**New Perspectives on The West**

http://www.pbs.org/weta/thewest/lesson_plans/

This PBS website provides lessons, activities and resources from the series *The West* that can be adapted to this content statement.

### Connections

**Comparative Costs: The Early 19th Century and Today**

http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm

This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

### Essential Questions


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<td>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</td>
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Content Elaborations
The territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories.

As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day. Westward expansion escalated the debate over a key sectional issue - whether or not slavery should be extended into the new territories.

Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.

The settlement of the United States led to the displacement of American Indians from their native lands through various means including forced removal through legal and military actions (e.g., Treaty of Greenville, Indian Removal Act). In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.

Expectations for Learning
Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Instructional Strategies
Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
New Perspectives on The West
http://www.pbs.org/weta/thewest/lesson_plans/
This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement.

Teaching With Documents: The Treaty of Guadalupe Hidalgo
http://www.archives.gov/education/lessons/guadalupe-hidalgo/
This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo and how it expanded the United States.

Values and Beliefs of Manifest Destiny
http://museumca.org/goldrush/curriculum/8g/81104017.html
This website provides a lesson that focuses on the topic of Manifest Destiny and its influence on the California Gold Rush. It also covers the economic impact of Manifest Destiny and how it led to the displacement of American Indians.

Connections

Essential Questions
Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand: History

Topic: Civil War and Reconstruction
Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.

Content Statement: 11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

Content Elaborations
The federal system of government created under the U.S. Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States’ rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.

The country’s expansion helped it develop sections with distinct economic characteristics. The sections took different positions on key political issues of the day (e.g., tariff policy, the national bank, internal improvements, sales of public lands, slavery).

Northern entrepreneurs favored high tariffs to protect their businesses and avoid competition from foreign products. Many southerners, who imported manufactured products, wanted low tariffs to keep their costs low. They also feared that foreign countries would retaliate against American tariffs by not importing southern cotton and other products.

Northerners favored the operations of a national bank that could help finance new business ventures and facilitate commerce. Western farmers tended to be poor and distrusted banks. They objected to bank policies that made it difficult for them to obtain loans.

Westerners favored government programs to enhance internal improvements such as roads and canals. These improvements enabled more people to travel out west and made it easier to ship agricultural products east.

Instructional Strategies
In small groups, have students discuss the precedent of secession by comparing the causes of the American Revolution, as stated in the Declaration of Independence, to the causes of the Civil War.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Lesson Plan: Factor vs. Plantation in the North and South
This website contains interesting sites, including maps, pictures and authentic papers from the 1700s and 1800s.

Connections
English language arts classes could do lessons on persuasive essays as they relate to the debates on federalism prior to the Civil War. Connect to the Common Core State Standards for English Language Arts.
Southerners tended to object to the expense associated with building internal improvements. They did not see their section of the country benefiting from such programs as most of the construction took place in the North and West.

Westerners, many of whom were poor, favored the cheap sale of public lands as a way to acquire better farmland and attract more people to the west. Many northerners opposed the cheap sale of public lands. They viewed land sales as way for the federal government to generate income.

Southerners viewed slavery as vital to their agricultural way of life and favored the extension of slavery into the territories as cotton cultivation moved west. Northerners who did not rely on slaves for a workforce objected to slavery as a moral wrong and opposed its extension into the territories.

In several key instances, the sectional issues involved arguments over states’ rights (e.g., the Tariff of Abominations, the Webster-Hayne Debate of 1830, the Nullification Crisis of 1832-33). One sectional issue in particular – the extension of slavery – prompted much debate in the 1840s and 1850s (e.g., the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act). The debate over this issue culminated with the South’s exercise of the ultimate states’ right – secession.

The American Civil War was fought to resolve the issues of states’ rights versus a federal union, and whether or not the nation would continue to embrace slavery.

**Expectations for Learning**

Distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s.

Illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.
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<td>Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.</td>
</tr>
<tr>
<td>Content Statement</td>
<td>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</td>
</tr>
</tbody>
</table>

**Content Elaborations**

The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South.

Nationally, Reconstruction took place in part with the passage of the 13th, 14th and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freedmen.

Reconstruction had a particular impact on the Southern states, as they were required to implement a series of actions before being readmitted to the Union. Federal authority was affirmed, as most Southern states had to complete these actions under Military Reconstruction.

Reconstruction resulted in resentments and new issues. White Southerners resented the new status afforded to blacks. They responded by enacting black codes and forming organizations such as the Ku Klux Klan. Southern Democrats resented the Republican carpetbagger governments imposed on the South and restored Democrats to power as Military Reconstruction came to an end. Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches.

**Expectations for Learning**

Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

**Instructional Strategies**

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources Lesson Plans: The Battle over Reconstruction**

http://edsitement.neh.gov/curriculum-unit/battle-over-reconstruction#sect-theunit

This EDSITEment! website has three lessons on Reconstruction.

**Opposing Views on Reconstruction**

http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm

This website provides differing views on Reconstruction issues.

**SC Black Codes: A Lesson on Reconstruction Legislation and Amendments**

http://www.teachingushistory.org/lessons/reconlegislation.html

This lesson can be adapted for Content Statement 12.

**Lesson Plan: Louisiana Black Code**

http://college.cengage.com/history/us/resources/students/primary/blackcode.htm

This lesson uses primary sources to help students understand the historical context of black codes in the South.

**Connections**

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**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies

Lancaster City Schools - Social Studies Course of Study Grade 8

<table>
<thead>
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<th>Theme</th>
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<tbody>
<tr>
<td>Strand</td>
<td>Geography</td>
</tr>
<tr>
<td>Topic</td>
<td>Spatial Thinking and Skills</td>
</tr>
<tr>
<td></td>
<td>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</td>
</tr>
</tbody>
</table>

Content Statement

13. Modern and historical maps and other geographic tools are used to analyze how historical events are shaped by geography.

Content Elaborations
Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location.

These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.

Expectations for Learning
Analyse the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

Instructional Strategies
Give students a regional map and a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.

Career Connection
Students will explore careers that utilize maps as an important part of their work (e.g., transportation, architecture, engineering). Students will identify various types of maps, addressing questions like: who created it?, what is the purpose?, and who will use it? (representing the various roles involved throughout the process). Students will develop questions about these careers which will guide their research addressing topics and information they would like to know more about (KWL). Next, students will research careers and identify pathways across career fields that address their questions related to maps.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Map Collections
http://memory.loc.gov/ammem/gmdhtml/gmdhome.html
The American Memory site from the Library of Congress contains maps relating to historical events.

Geography and Its Impact on Colonial Life
This Library of Congress website has activities and primary sources, including maps, to help students understand how geography impacts historical events.

Connections

Essential Questions
# Ohio’s New Learning Standards: K–12 Social Studies

## Lancaster City Schools - Social Studies Course of Study

### Grade 8

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<tbody>
<tr>
<td>Strand</td>
<td>Geography</td>
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<tr>
<td>Topic</td>
<td>Human Systems</td>
</tr>
<tr>
<td></td>
<td>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</strong></td>
</tr>
</tbody>
</table>

## Content Elaborations
The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources. This expansion sometimes resulted in unintended consequences.

Forest resources and the abundance of fish and fur-bearing animals stimulated the growth of industries in the Northeast.

The soil and climate of Virginia was conducive for growing tobacco. Although England originally settled Virginia to discover gold and silver and to trade with Indians for fur, the cultivation of tobacco helped make the colony prosper. Likewise, rice became an important crop in South Carolina, although originally it was thought to be an area for growing sugarcane.

Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture.

Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration. The stagnant waters of the canals often caused diseases and sparks from railroad engines sometimes caused prairie fires. The new settlers in the West affected the environment by destroying native vegetation to cultivate land for farming and by carving up the open plains with barbed-wire fences to protect cropland from animals.

## Expectations for Learning
Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. Explain how this sometimes resulted in unintended environmental consequences.

## Instructional Strategies
### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources
**American Experience: Native Americans**
The PBS *American Experience* website explains government policy toward Native Americans during the construction of the Transcontinental Railroad.

## Essential Questions
### Theme
**U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

### Strand
**Geography**

### Topic
**Human Systems**
Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Content Statement
15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

### Content Elaborations
The development of the colonies reflected the origins of its settlers (e.g., the English in the New England colonies, the Germans in Pennsylvania) and the displacement of Native Indians.

Slavery in the northern colonies was not as prevalent as in the southern colonies and slaves generally were used in a variety of endeavors. Many more African Americans were enslaved in the South where they were mainly used to raise labor-intensive crops. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.

The opening of lands west of the Appalachians for white settlers led the government to move Indians further west either through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people (e.g., immigration, importation of slaves, displacement of American Indians). These new patterns of settlement and land use influenced the political and economic development of the United States (e.g., Northwest Ordinance of 1787, Land Ordinance of 1785).

The movement of people and products necessitated the construction of better transportation networks (e.g., roads, canals, railroads).

### Instructional Strategies

#### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
**Lesson Plan: Western Expansion**
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80530a6f
This model lesson from ODE’s Instructional Management System can be adapted to Content Statement 15.

**National Atlas**
http://www.nationalatlas.gov/articles.html
The National Atlas presents three articles on the History of Railroads, including links to historic and interactive maps. Search for History of Railroads and Maps, and select Part 1, Part 2 and Part 3.

### Connections

### Essential Questions
## Theme
**U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

## Strand
**Geography**

## Topic
**Human Systems**

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.

## Content Statement
**16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.**

### Content Elaborations
Cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens. Responses to prejudice contributed to Indian wars, slave rebellions, the Mormon migrations and efforts for women to gain equal rights.

Cultural biases, stereotypes and prejudices also impacted other groups, including immigrants. The prejudices could be based on origin (e.g., Ireland, China) or religion (e.g., Judaism, Catholicism). Many immigrants were restricted from certain jobs and limited as to where they could live.

### Expectations for Learning
Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

### Instructional Strategies
Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
**Lesson Plan: Injustice**

http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531403

This ODE model lesson can be adapted to Content Statement 16.

### Connections
## Ohio’s New Learning Standards: K12 Social Studies

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Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### Content Statement

17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

### Content Elaborations

The democratic ideals that became the cornerstone for the development of a common national identity were freedom, equality, rights and justice. Many of these ideals were reflected in the colonial governments, formed the basis for the colonists disagreements over British policies, and were embedded into the U.S. Constitution and Bill of Rights.

The sense of being an American began to form around the time of the American Revolution and gradually replaced the stronger sectional and state identities that were more prevalent before the Civil War. The creation of the public education system helped foster these ideals.

Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.

### Expectations for Learning

Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.

### Instructional Strategies

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**American Identity: Activity Ideas**

http://www.pbs.org/teachers/thismonth/americanid/index1.html

This PBS Teachers website provides lesson ideas and resources.

### Connections

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**Essential Questions**

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Ohio’s New Learning Standards: K12 Social Studies

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<td>Government</td>
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<tr>
<td>Topic</td>
<td>Civic Participation and Skills</td>
</tr>
<tr>
<td></td>
<td>Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.</td>
</tr>
</tbody>
</table>

Content Statement 18. Participation in social and civic groups can lead to the attainment of individual and public goals.

Content Elaborations
Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. Social groups included the American Temperance Society, which strived to reduce the consumption of alcohol, and the National Trades Union, which sought to improve working conditions. Civic groups included the Sons of Liberty, which worked to protest British colonial policy, and the American Anti-Slavery Society, which worked to emancipate slaves.

Expectations for Learning
Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Lesson Plan: Increasing Opportunities for Involvement
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531850 This ODE model lesson can be adapted to Content Statement 18.

The Sons of Liberty
http://www.ushistory.org/declaration/related/sons.htm
This website provides examples of activities of the Sons of Liberty and explains how they were important in affecting political actions.

Connections

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

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Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy. |

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<th>Content Statement</th>
<th>19. Informed citizens understand how media and communication technology influence public opinion.</th>
</tr>
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</table>

**Content Elaborations**
Media and communication technology influence public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals and propaganda.

Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., Common Sense, Uncle Tom’s Cabin, the Federalist Papers, The Liberator). The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

**Expectations for Learning**
Explain how media and communication technology influence public opinion.

**Instructional Strategies**

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones).

**Instructional Resources**

Is the Media Part of the Story?
http://www.pbs.org/teachers/connect/resources/609/preview/  
This PBS website provides lessons and resources on whether the press reported or influenced news relating to the U.S.-Mexican War.

Lesson Plan: Uncle Tom’s Cabin  
This lesson provides activities on how Harriet Beecher Stowe’s Uncle Tom’s Cabin swayed public opinion about slavery.

**Connections**

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**Essential Questions**
### Theme
U.S. Studies from 1492 to 1877: Exploration through Reconstruction

### Strand
Government

### Topic
Roles and Systems of Government
The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

### Content Statement
20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

### Content Elaborations
The federal government established by the U.S. Constitution divides power among a central government and territorial subdivisions – the national and state governments. This allows both levels of government some degree of independence.

The United States is a republic or representative democracy in which elected officials representing the people make laws and public policy.

The U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war, the executive branch has the power to command the military and grant pardons, the judicial branch has power to hear cases involving maritime law and controversies between the states).

The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:

- Power of the president to veto acts of Congress (e.g., Jackson’s veto of the re-charter of the Bank of the United States in 1832);
- Power of the Senate to approve presidential appointments (e.g., the approval of Daniel Webster as secretary of state in 1841); and
- Independence of Supreme Court justices who hold their offices “during good behavior” (e.g., the impeachment trial of Samuel Chase in 1805).

### Instructional Strategies
Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution. Have students create their own governments with each of these features.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site.
Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
The Constitution of the United States of America
http://edsitement.neh.gov/feature/constitution-united-states-america
This EDSITEment! website provides an overview, lessons and resources on the U.S. Constitution.

National Constitution Center
http://ratify.constitutioncenter.org/constitution/
This is an interactive site that enables students to select particular passages of the U.S. Constitution quickly and explore many related indexed topics.

### Expectations for Learning
Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

### Essential Questions
Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Theme | U.S. Studies from 1492 to 1877: Exploration through Reconstruction
---|---
Strand | Government
Topic | Roles and Systems of Government
The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

Content Statement | 21. The U.S. Constitution protects citizens' rights by limiting the powers of government.

Content Elaborations
Throughout the U.S. Constitution (including the Bill of Rights), the rights of citizens are protected by limiting the powers of the government.

The Constitution prohibits the federal government from passing bills of attainder or ex post facto laws and from suspending writs of habeas corpus. The Bill of Rights provides additional protections (e.g., the federal government is prohibited from infringing on the freedoms of speech, press, religion, assembly and petition). Citizens also are entitled to due process of law, are guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments.

After the Civil War, Amendments 13, 14 and 15 extended basic rights to the freedmen.

Expectations for Learning
Cite and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Instructional Strategies
Have students work together examining the U.S. Constitution and the Bill of Rights to find examples of how the rights of citizens are protected by limiting the powers of the government. Instruct them to select a protected right and provide some examples.

Have students read the 13th, 14th and 15th Amendments to the Constitution and explain the impact these had on the expansion of human rights for African Americans. Instruct them to investigate obstacles to their implementation.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Have students create a poster on one of the first 10 amendments illustrating how it limits the powers of the government and protects the rights of citizens.

Instructional Resources
The Constitution of the United States of America
http://edsitement.neh.gov/feature/constitution-united-states-america
This EDSITEment! website provides an overview, lessons and resources on the U.S. Constitution.

13th Amendment
This site has the original text and transcript.

14th Amendment
This site has the original text and transcript.

15th Amendment
This site has the original text and transcript.
**Ohio’s New Learning Standards: K12 Social Studies**

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<table>
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**Essential Questions**
# Ohio’s New Learning Standards: K12 Social Studies

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<tr>
<td>Topic</td>
<td>Economic Decision Making and Skills</td>
</tr>
<tr>
<td>Content Statement</td>
<td>22. Choices made by individuals, businesses and governments have both present and future consequences.</td>
</tr>
</tbody>
</table>

## Content Elaborations
Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.

Governments must consider which public goods and services (e.g., highways, courts, military protection, education) they provide with available revenue (from taxes). They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.

Historical decisions based in part on economic choices include:
- Exploring new lands;
- Importing slaves to the Americas;
- Imposing new taxes on the American colonies;
- Purchasing the Louisiana Territory from France;
- Building textile mills using water power;
- Setting up a ferry business or building a toll bridge; and
- Imposing tariffs.

## Expectations for Learning
Analyze how choices made by individuals, businesses and governments have both present and future consequences.

## Instructional Strategies

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
- **Lesson Plan: Understanding the Colonial Economy**
  This lesson from the Council for Economic Education uses the colonial economy to illustrate economic concepts.

- **Lesson Plan: The South’s Decision to Secede: A Violation of Self Interest?**
  This lesson from the Council for Economic Education uses the South’s decision to secede to discuss the role of self-interest in decision making.

## Connections
- **Comparative Costs: The Early 19th Century and Today**
  http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm
  This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

## Essential Questions
## U.S. Studies from 1492 to 1877: Exploration through Reconstruction

### Economics

#### Production and Consumption

Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

#### Content Statement

23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

### Content Elaborations

The first Industrial Revolution in the United States took place in the late 18th and early 19th centuries and greatly improved the country's economic growth. It fundamentally changed the means of production through improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

Although this revolution began with the textile industry, it quickly moved to the production of other goods. Improvements in technology and use of new power resources (e.g., steam engine, cotton gin, mechanical reaper, sewing machine) changed the means of production.

The development of interchangeable parts and mass production techniques brought greater efficiency to the production process and helped shift the nature of work from craftwork to factory work.

### Expectations for Learning

Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

### Instructional Strategies

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

#### Instructional Resources

**Industrial Revolution**

http://history-world.org/Industrial%20Intro.htm

This article discusses the impact of the Industrial Revolution on the United States.

**A History of US**

http://www.pbs.org/historyofus

This PBS website features webisodes and supporting teacher resources about U.S. history. It also contains a teaching guide on the Industrial Revolution, located at http://www.pbs.org/wnet/historyofus/teachers/pdfs/segment4-1.pdf.

#### Connections

Connections can be made to the Technology Academic Content Standards. During this time period, significant changes happened across the full range of technologies: energy and power; transportation; manufacturing; construction; information and communication; medical; and agricultural and related biotechnologies.
### Content Elaborations

**Spending**
Spending by the U.S. and state governments has impacted markets by financing the building of roads and canals. The United States also purchased land for later development (e.g., the Gadsden Purchase).

**Regulations**
Regulations have been used by governments to control markets by limiting the production or exchange of goods (e.g., British trade policy for the colonies, including the Navigation Acts).

**Tariffs**
Tariffs have been used to make American-produced goods more competitive in the domestic market by raising the price of imported goods (e.g., the Tariff of 1828).

**Trade Barriers**
Trade barriers are used by governments to impact markets. They are the means used to prevent certain exchanges of goods (exports or imports) between nations (e.g., the Embargo Act of 1807).

### Expectations for Learning

Explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

### Instructional Strategies

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Lesson Plan: Transportation: They Say We Had a Revolution (Part 1)**

This lesson from the Council for Economic Education discusses the governments use of spending on transportation to influence markets.

### Connections
Grade 9
High School
World History
### Ohio’s New Learning Standards: K12 Social Studies

#### World History – **Grade 9**

<table>
<thead>
<tr>
<th>Theme</th>
<th>This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</th>
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</table>
| Topic | **Historical Thinking and Skills**  
Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. |

---

<table>
<thead>
<tr>
<th>Content Statement</th>
<th>1. <em>Historical events provide opportunities to examine alternative courses of action.</em></th>
</tr>
</thead>
</table>

---

**Content Elaborations**

By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

How might the history of the world be different if the participants in historical events had taken different courses of action? What if Napoleon had not been defeated at Waterloo? What if England and France refused Hitler’s demands for the Sudetenland? What if Truman had not ordered atomic bombs dropped on Japan? What if South Africa had not instituted the policy of apartheid?

**Expectations for Learning**

Analyze a historical decision and predict the possible consequences of alternative courses of action.

---

**Instructional Strategies**

Provide students with a decision point in world history and have students create a decision tree that analyzes the possible outcomes of alternative courses of action.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

**Instructional Resources**

**Connections**

**Essential Questions**

---
Ohio’s New Learning Standards: K12 Social Studies
World History – Grade 9

**Theme**

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

**Topic**

**Historical Thinking and Skills**

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

**Content Statement**

2. The use of primary and secondary sources of information includes an examination of the credibility of each source.

**Content Elaborations**

The use of primary and secondary sources in the study of history includes an analysis of their credibility—whether or not they are believable. This is accomplished by checking sources for:

- The qualifications and reputation of the author;
- Agreement with other credible sources;
- Perspective or bias of the author (including stereotypes);
- Accuracy and internal consistency; and
- The circumstances in which the author prepared the source.

**Expectations for Learning**

Analyze the credibility of primary and secondary sources.

**Instructional Strategies**

Provide examples of primary and secondary sources related to history content being studied. Have students use a graphic organizer to help them analyze the credibility of the sources. Sources should be in multiple formats and mediums, representing differing perspectives and timeframes.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at [http://www.ohiohistory.org/historyday/](http://www.ohiohistory.org/historyday/).

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

To help students analyze primary sources:

- Provide a highlighted document;
- Create a bulleted list of important points;
- Have students work in heterogeneous groups;
- Modify the readability of the document by inserting synonyms for difficult vocabulary;
- Provide two versions of text, one in original language and one in modified language;
- Provide students a typed transcript, often available on history websites; and
- Add captions or labels to clarify meaning of graphics and images.

**Instructional Resources**

**History Matters**

[http://historymatters.gmu.edu/browse/makesense/](http://historymatters.gmu.edu/browse/makesense/)

This site provides students with skills to analyze various primary and secondary sources.
### Ohio’s New Learning Standards: K12 Social Studies

#### World History – **Grade 9**

<table>
<thead>
<tr>
<th>Bridging World History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="http://www.learner.org/courses/worldhistory/">http://www.learner.org/courses/worldhistory/</a></strong></td>
</tr>
<tr>
<td>This website for the Annenberg Foundation offers a course on Bridging World History.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Plan: Analyzing Sources on Imperialism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84e805313e5">http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84e805313e5</a></strong></td>
</tr>
<tr>
<td>This ODE model lesson can be adapted to Content Statements 2 and 12.</td>
</tr>
</tbody>
</table>

### Connections

### Essential Questions
# Ohio’s New Learning Standards: K12 Social Studies

## World History – Grade 9

<table>
<thead>
<tr>
<th>Theme</th>
<th>This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Statement</th>
<th>3. Historians develop theses and use evidence to support or refute positions.</th>
</tr>
</thead>
</table>

## Content Elaborations

**Historians are similar to detectives.** They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

### Expectations for Learning

Develop a thesis and use evidence to support or refute a position.

## Instructional Strategies

Have students put historical figures on trial and build cases for or against them using historical evidence and values and norms of the period. For example, students could prepare a trial of Galileo, role playing both the Catholic Church’s point of view and the scientific perspective. Students should cite evidence to support their positions. (Caution students to realize that the trial system they are familiar with did not exist in its current form during this time period.)

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at [http://www.ohiohistory.org/historyday/](http://www.ohiohistory.org/historyday/).

### Diverse Learners

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### Instructional Resources

**Connections**

[Formal Writing in a Facing History Classroom](http://www.facinghistory.org/resources/strategies/teaching-strategy-formal-writ) This website provides strategies for writing in the social studies.

## Essential Questions

Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

**Theme**

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

**Topic**

**Historical Thinking and Skills**

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

**Content Statement**

4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

**Content Elaborations**

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

An examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.

**Expectations for Learning**

Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

**Instructional Strategies**

Have students discuss the cause and effect of the five Ps (power, prestige, protection, profit and principle). For example, students can work in collaborative groups discuss the role of each of the 5Ps in leading up to World War I. Then, have students analyze the effects of each of the Ps on the actions and reactions of the involved countries, leaders and people. Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/.

**Diverse Learners**

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Help students clarify the difference between cause and effect using the following activities:

- Present students with several historical facts/events and ask them to label causes and effects appropriately.
- Use charts, especially flow charts, when clarifying cause and effect relationships.
- Provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

**Instructional Resources**

**Connections**

Connections can be made to the Technology Academic Content Standards through discussion of technology’s impact on history (e.g., weaponry, transportation, communication, architecture).

**Essential Questions**

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Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

Theme

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic

Age of Enlightenment (1600-1800)
The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

Content Statement

5. The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world.

Content Elaborations

The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. It challenged religious teachings on the origins of the universe and explanations for natural phenomena. The Church reacted strongly against the scientists who challenged established beliefs.

The Scientific Revolution served as the beginning of the challenging of established ideologies, leading to the Enlightenment and eventually the political revolutions that took place in Western Europe and colonies beginning in the late 18th century.

The Scientific Revolution’s impact on cultural institutions included education. The number of scientific academies and museums grew with the support of monarchs. The Royal Society of London and the French Academy of Science helped establish the credibility of science as a discipline.

The scientific method paved the way for modern science. New scientific discoveries resulted from this new way of explaining natural phenomena impacting the study of anatomy, astronomy, mathematics, medicine.

Expectations for Learning

Describe how the Scientific Revolution’s impact on religious, political and cultural institutions challenged how people viewed the world.

Instructional Strategies

Have students use charts/graphic organizers to show cause-and-effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions after the Scientific Revolution. For example:

<table>
<thead>
<tr>
<th></th>
<th>Before Scientific Revolution</th>
<th>After the Scientific Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural practices</td>
<td></td>
<td></td>
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Diverse Learners

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Instructional Resources

Connections

Essential Questions
### Theme
This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic
**Age of Enlightenment (1600-1800)**
The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

### Content Statement
6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

#### Content Elaborations
The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the church.

Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions. This concept shaped the role of education, the relationship between the government and people, and how goods and services were produced and distributed.

#### Expectations for Learning
Recognize that Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

#### Instructional Strategies
Have students complete graphic organizers illustrating the Enlightenment thinkers’ theories of human behavior (e.g., the natural laws governing economics, social contract theory).

#### Diverse Learners
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#### Instructional Resources

### Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

Theme
This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic
Age of Enlightenment (1600-1800)
The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

Content Statement
7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

Content Elaborations
Philosophical thought during the Enlightenment impacted religion, government and economics in Europe. Challenges to religious authority began during the Scientific Revolution with a shift away from the belief that truth is revealed solely through the Bible and the Church. There was a rejection of many of the Church’s doctrines and an increased focus on earthly as well as spiritual welfare.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited government regulation.

Expectations for Learning
Analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

Instructional Strategies
Students complete before and after charts, which show the changes in peoples’ relationship with the church, and the shift toward more democratic forms of government and capitalism. For example:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Enlightenment Thinking</th>
<th>Enlightenment Ideas</th>
<th>New Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political rule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic systems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students draw conclusions about the relationship between religious authority, absolute rule and mercantilism, and how Enlightenment ideas impacted these practices.

Diverse Learners
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Instructional Resources
Lesson Plan: Effects of the Enlightenment
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80530aa3 This ODE model lesson can be adapted to Content Statement 7.

Connections

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

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| Topic | Age of Revolutions (1750-1914)  
The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale. |
| Content Statement | 8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence. |

### Content Elaborations

The chain of political, economic and social changes that developed during the Enlightenment Age inspired the American Revolution, French Revolution and Latin American wars for independence. Enlightenment writers explored the relationship between governments and the people they governed. The ideas they espoused included freedom, natural rights, self-determination, limited government, consent of the governed and the common good.

Leaders of revolutions and wars for independence during this time based their quests for political change upon Enlightenment ideas.

### Expectations for Learning

Explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.

### Instructional Strategies

- Have students create a bulleted list of John Locke’s ideas and then highlight the phrases in the Declaration of Independence where John Locke’s ideas can be found.
- Have students work in groups to research the impact of Enlightenment ideas on the American Revolution, French Revolution and Latin American wars for independence. Have students look for evidence to support the influence of Enlightenment ideas on these revolutionary events (e.g., students look for evidence of Enlightenment ideas in the Declaration of Independence or the writings of Simon Bolivar).

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Lesson Plan: Rise of the Revolution**

http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907184c805325b1 This ODE model lesson can be adapted to Content Statement 8.

### Connections

Encourage students to discuss the question, Why did Enlightenment beliefs result in revolutions? Connect the content within the Age of Revolutions topic.

### Essential Questions
Ohio’s New Learning Standards: K12 Social Studies
World History – Grade 9

| Theme | This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. |
| Topic | Age of Revolutions (1750-1914) |
|       | The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale. |

### Content Statement

| 9. Industrialization had social, political and economic effects on Western Europe and the world. |

#### Content Elaborations

The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe and the United States. It also expanded the world-market economy.

#### Expectations for Learning

Analyze the social, political and economic effects of industrialization on Western Europe and the world.

#### Instructional Strategies

Distribute event cards (e.g., invention of steam engine, transportation improvements, creation of textile mills) to students, either working in groups or individually. Have students annotate/illustrate two or more effects and identify whether they would be social, political or economic effects.

Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data could include population density, life expectancy, infant mortality or population growth.

#### Diverse Learners

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#### Instructional Resources

**Lesson Plan: Fundamental Economic Questions and the Industrial Revolution**

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531cc3 This ODE model lesson can be adapted to Content Statement 9.

**Lesson Plan: Urbanization**

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531c99 This ODE model lesson can be adapted to Content Statement 9.

#### Connections

**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies

World History – **Grade 9**

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<td>Imperialism (1800-1914)</td>
</tr>
<tr>
<td></td>
<td>The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.</td>
</tr>
</tbody>
</table>

| Content Statement | 10. Imperial expansion had political, economic and social roots. |

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the early 20th century, many European nations as well as Japan extended their control over other lands and created empires. Their motivations had economic, political and social roots.</td>
<td>Use a jigsaw structure with a graphic organizer to lead students in the research and discussion of political, economic and social roots of imperialism. Divide students into three groups and assign each group one of the three roots of imperialism to study, including the motivations of European nations and Japan.</td>
</tr>
<tr>
<td>The political motivations for imperialism included the desire to appear most powerful, bolster nationalistic pride and provide security through the building of military bases overseas.</td>
<td><strong>Diverse Learners</strong></td>
</tr>
<tr>
<td>The economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.</td>
<td>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at <a href="http://www.cast.org">www.cast.org</a>.</td>
</tr>
<tr>
<td>The social roots for imperial expansion included the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There also were humanitarian concerns and religious motivations.</td>
<td><strong>Instructional Resources</strong></td>
</tr>
<tr>
<td>Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China and Korea.</td>
<td>Connections</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Expectations for Learning</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the political, economic and social roots of imperial expansion.</td>
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# World History – Grade 9

## Theme

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

## Topic

**Imperialism (1800-1914)**

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

## Content Statement

11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and maintenance of political control.

### Content Elaborations

In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies.

Imperialism resulted in the spread of Western values (e.g., religion, customs, ways of governing).

Some European powers (e.g., France, Belgium) preferred direct control over the colonies they established during this period. A pattern of paternalism reflected a European belief that Africans should be governed by the European colonizers and protected like children.

Some European powers (e.g., Great Britain, the Netherlands) preferred indirect control over their colonies, using local systems of authority. They felt that working with the local native leaders would lessen the possibility of revolts and would encourage the colonized to assimilate western traditions (e.g., culture, governing).

European powers used spheres of influence to establish economic control in China.

### Expectations for Learning

Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.

### Instructional Strategies

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Have students create a thematic map showing the spheres of influence of European nations across the world. Students can use color and/or symbols to identify colonizing countries, type of control exerted (direct/indirect) and locations of natural resources. Discuss the notion that "The sun never sets on the British Empire." What did this mean at the time?

### Instructional Resources

#### Connections

### Essential Questions

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Theme

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic

Imperialism (1800-1914)

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

Content Statement

12. The consequences of imperialism were viewed differently by the colonizers and the colonized.

Content Elaborations

Dramatic differences in viewpoints existed between the European colonizers and those they colonized. Different viewpoints between these two groups included the extension of Western cultural practices vs. loss of traditions and modernization vs. breakup of past institutions.

Expectations for Learning

Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.

Instructional Strategies

Have students create political cartoons that emphasize the divergent points of view of imperialism. Have students write opinion essays or journal entries from one of the two perspectives.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Analyzing Sources on Imperialism

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313e5 This ODE model lesson can be adapted to Content Statements 2 and 12.

Cafe Conversation

www.facinghistory.org

This website provides a strategy to help students look at different perspectives. Search for café conversations.

Connections

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

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| Content Statement | 13. Advances in technology, communication and transportation improved lives, but also had negative consequences. |

### Content Elaborations
Advances in technology during this time period improved lives through an increase in the availability and variety of consumer goods (e.g., appliances, synthetic fabrics, plastics).

Advances in communication and transportation that improved lives included the radio, radar, motion pictures, automobiles and airplanes.

In some cases, advances in technology, communication and transportation had negative impacts (e.g., pollution, social stratification, dramatic increases in war casualties). Battlefield weapons (e.g., machine gun, poison gas, hand grenades, tanks) and the atomic bomb increased the destructive power of war.

### Expectations for Learning
Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences.

### Instructional Strategies
Create a grab bag containing artifacts of advancement (images or models) for students to pick. Have students research and describe the advancements and their intended and unintended consequences. Have students decide if the advancements lived up to their promises to improve the quality of life. As an introduction activity, show students the History Detectives episode on Trans-Atlantic Cable (Season 8, Episode 3) from PBS.

Have students create journals (on paper or electronically) from three perspectives: World War I leaders, World War I soldiers and World War I civilians. Ask them to write about the advances in technology, communication and transportation used for military purposes and their impact from each perspective. Students can be assigned one or two advances to focus on in their writing.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

### Connections

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Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

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Content Statement

14. The causes of World War I included militarism, imperialism, nationalism and alliances.

Content Elaborations

Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between the powers led to a building up of armed forces and an increase in distrust.

Imperialism was an important underlying cause of World War I. The great powers of Europe were competing for land around the world.

Intense nationalism grew among the European people (e.g., the influence of nationalism in the Balkans, which prompted the outbreak of WWI). Consequently, due to national animosities, there was little resistance to war when it began.

The system of alliances early in the century set the stage for enlarging a small-scale conflict into a world war. Each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.

Expectations for Learning

Explain how militarism, imperialism, nationalism and alliances were causes of World War I.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Have students create an illustration, flip book or foldable using the acronym MAIN (militarism, alliances, imperialism and nationalism) to remember the underlying causes of WWI. Alternatively, MANIA can be used to stand for militarism, alliances, nationalism, imperialism and assassination (of the Archduke of Austria-Hungary).

Instructional Resources

Connections

Using the book *All Quiet on the Western Front*, by Erich Maria Remarque, connect to the Common Core State Standards in English Language Arts.

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

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Content Elaborations

The hard toll of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. Its harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

The German, Austro-Hungarian and Ottoman empires collapsed and their former lands were carved up into new states and nations.

Financial losses, battlefield deaths and the destruction of towns, cities and infrastructure weakened European powers. Facing economic troubles, some countries found themselves easy prey to nationalistic and militaristic political parties that, in order to gain political power, were quick to point out the failure of democratic governments for their own gain. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain and Italy.

As a consequence of the devastation resulting from World War I, Great Britain and France were reluctant to challenge Nazi Germany’s expansion efforts in the 1930s. Their efforts to avoid war resulted in a policy of appeasement.

Instructional Strategies

Have students create a flow chart showing the relationship between the unstable economic and political conditions that existed in the world following World War I and the events that led to World War II (e.g., reparations payments, border disputes, rise of totalitarian and militaristic governments, independence movements).

Using Wilson’s Fourteen Points (especially Points VI – XIII), applicable provisions of the Treaty of Versailles, appropriate political maps, and applicable ethnographic maps have students investigate the impact of Wilson’s proposals in the redrawing of political boundaries after World War I.

Have students construct a graphic organizer comparing political and economic weaknesses of European countries and discuss how these weaknesses opened the way to totalitarianism in Germany, Italy, Spain, and the U.S.S.R.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Extend student learning by showing students several images of the art and architectural styles of the post WWI period and contrasting them to the pre-war styles. Have students draw connections between the disillusionsment of the generation and the tradition-breaking arts of the time.

Extend student learning by having students analyze Wilson’s Fourteen Points point-by-point to determine which were included as part of the Treaty of Versailles. Discuss and analyze why those points were included and not others.
## Ohio’s New Learning Standards: K12 Social Studies

### World History – Grade 9

The aggressive expansion of Germany, Italy and Japan, the failures of the League of Nations and the policy of appeasement by Great Britain and France led to World War II.

**Expectations for Learning**

Explain how the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which, in turn, led to World War II.

**Instructional Resources**

Lesson Plan: Global Turmoil Between the World Wars  
[http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=090784c80531882](http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=090784c80531882) This ODE model lesson can be adapted to Content Statement 15.

### Connections

**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies

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| Content Statement | 16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II. |

| Content Elaborations | Instructional Strategies  
The decline of the Ottoman Empire and Armenian calls for political reform led to persecution of Armenians in the late 1800s. Growing Turkish nationalism, religious conflict and wartime circumstances led to organized killings and forced migrations of Armenians during World War I.  
When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic feelings to institutionalize discrimination against Jews (e.g., Nuremberg Laws). The government’s Final Solution resulted in the mass murder of Jews. Other groups of people (e.g., Gypsies, Slavs, disabled) also were murdered as part of the Holocaust.  

Expectations for Learning  
Explain how and why oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.  

Instructional Strategies  
Have students research how Armenians and Jews were oppressed and discriminated against. Discuss the reasons for oppression and note similarities and differences between the ways these two groups were treated. Encourage students to draw conclusions about oppression and discrimination and their relationship to genocide.  

Diverse Learners  
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.  

Instructional Resources  
The United States Holocaust Memorial Museum  
http://www.ushmm.org/education/foreducators/lesson/  
The Holocaust Museum’s website provides lessons, activities and teachers’ guides.  

Connections |  

Essential Questions |
Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

Theme
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Topic
Achievements and Crises (1900-1945)
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Content Statement
17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

Content Elaborations
World War II caused not only physical damage, but also social damage (e.g., refugees, casualties), cultural damage (e.g., lost works of art, residue of Nazi education), and economic damage (e.g., loss of infrastructure, loss of employment).

Positions of armed forces at the end of the war led to zones of occupation and competition for political influence amongst the former Allies. World War II also changed the nature of warfare by introducing the use of atomic weapons. These weapons set the stage for an era of political tension.

Expectations for Learning
Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

Instructional Strategies
Show students the pictures of the physical devastation of communities in Europe and Asia. Then have them imagine how difficult it would be to rebuild homes and businesses after the bombings. Have students create journals (either paper or electronic) from the perspective of a young person living in an area destroyed by war.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Lesson Plan: The Consequences of World War I
http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907184c80530f74
This ODE model lesson can be adapted to Content Statement 17.

Connections

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### Ohio’s New Learning Standards: K12 Social Studies

**World History – Grade 9**

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<td>Content Statement</td>
<td>18. The United States and the Soviet Union became superpowers and competed for global influence.</td>
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#### Content Elaborations

The United States and Soviet Union were victorious in World War II and emerged as superpowers. Unlike most of Europe and parts of Asia, the U.S. sustained little damage and had a strengthened economy. The Soviet Union had mobilized its resources for the war effort, and following the war, expanded its territorial control into most of Eastern Europe.

The Cold War era of tense relations between the U.S. and the Soviet Union began in the aftermath of World War II. Competition between the two countries for global dominance was influenced by their conflicting political and economic ideologies. By the end of the 1940s, the Soviets successfully exploded an atomic bomb, adding to the tensions between the two superpowers.

The Cold War rivalry between the U.S. and Soviet Union found outlets in Europe (e.g., East and West Germany, Greece), Asia (e.g., Korea, Vietnam, Turkey), Africa (e.g., Angola, Congo) and the Caribbean (e.g., Cuba). Conflicts related to decolonization and national liberation provided opportunities for intervention by both sides. Alliances were formed that reflected the tensions between the two major superpowers (e.g., NATO, Warsaw Pact).

#### Expectations for Learning

Analyze how the United States and the Soviet Union became superpowers and competed for global influence.

#### Instructional Strategies

Have students research selected examples of political conflicts between the United States and the Soviet Union to analyze how the two competed for global influence.

#### Diverse Learners

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As an extension activity, conduct a mini Model United Nations, having students speak on behalf of countries caught in the middle of the conflict between the U.S. and the Soviet Union.

#### Instructional Resources

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**Essential Questions**
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## World History – Grade 9

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Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation. |
| Content Statement | **19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.** |

### Content Elaborations

National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany’s boundaries changed and it became a divided country, occupied by the former Allies. The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.

The United Nations, the World Bank and the International Monetary Fund were the result of agreements between the Allies to promote economic and political stability.

### Expectations for Learning

Describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

### Instructional Strategies

Have students trace the origins of selected multinational organizations to treaties and agreements at the end of World War II. Organizations can include the United Nations, the World Bank and the International Monetary Fund.

### Diverse Learners

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### Instructional Resources

- **History of the United Nations**  
  http://www.un.org/aboutun/unhistory/  
- **International Monetary Fund**  
  http://www.imf.org/external/about/history.htm  
- **World Bank History**  
  http://www.worldbank.org/  
  The World Bank website includes an article on the organization’s history.

### Connections

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**World History – Grade 9**

### Theme

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### Topic

**The Cold War (1945-1991)**

Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

### Content Statement

20. **Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.**

#### Content Elaborations

The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects (e.g., Shiites, Sunnis, Christians, Jews, Baha’is’) in the region have caused long-standing tensions and conflicts. Rebellions against colonial rule also caused tensions that resulted in conflict.

The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.

#### Expectations for Learning

Explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East

#### Instructional Strategies

Have students create maps and/or graphs detailing the religious diversity of the Middle East, including Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria and others. Students can analyze data from different multiple decades to illustrate the changes in religious demographics since 1945. Data can include comparisons of Christian, Jewish and Islamic populations, as well as membership in religious sects.

#### Diverse Learners

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#### Instructional Resources

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Topic
The Cold War (1945-1991)
Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

Content Statement
21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.

Content Elaborations
World War II had an important effect on Africa and Southeast Asia. Battles were fought on both continents. Many Africans and Asians in the colonies controlled by Britain and France were recruited to serve as soldiers. Following World War II, the oppression and exploitation in these colonies as well as the weaknesses of the colonial powers and the Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.

The Négritude movement and Pan-African movement helped fuel nationalist efforts in Africa to end the colonial ties to the European colonizers.

In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence.

Expectations for Learning
Explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.

Instructional Strategies
Have students research the Négritude movement to understand how it helped fuel independence movements in Africa following World War II (e.g., Ghana, Kenya, Senegal, Nigeria). Assign students into groups representing leaders for independence in one of these countries and have them discuss the leaders’ views on colonial rule, their movement for independence and how the Négritude movement encouraged independence efforts and how these leaders led the efforts to achieve independence from colonial rule.

Diverse Learners
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### Content Statement

22. **Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.**

#### Content Elaborations

The push for the expansion of rights and freedoms for women and indigenous groups during the second half of the 20th century was led by the efforts of human rights organizations and fueled by media coverage.

The struggle for women’s rights pressured more countries to extend educational opportunities, grant suffrage, and allow women to hold positions in government. Governments also were pressured to end discriminatory practices and violence against women (e.g., India, Afghanistan). However, there was resistance to reform in many countries.

The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.

#### Expectations for Learning

Explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

#### Instructional Strategies

Have students brainstorm what they believe are rights and freedoms, and discuss and debate which rights represent American values and which might be universal rights. (Refer to students’ prior knowledge of rights and freedoms as described by Enlightenment thinkers.) Have students read the Universal Declaration of Human Rights (1948) and compare their class brainstorming list with those outlined in the UDHR. Access the UDHR at http://www.un.org/en/documents/udhr/index.shtml.

#### Diverse Learners

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Have students work in groups to create multiple-tier timelines (either on paper or electronically) showing significant events in the struggle for expanded rights and freedoms for indigenous peoples. Timelines can include tiers for Africa, Asia, Australia, Europe, North America and South America.

### Instructional Resources

#### Connections

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**Essential Questions**

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### Topic

#### Globalization (1991-Present)

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

### Content Statement

23. *The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.*

### Content Elaborations

The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the U.S. The United States moved away from its containment policy. The U.S. and Russia reached bilateral agreements on space, energy and technology, and reached agreements for restrictions on nuclear weapons.

The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe and the non-aligned world as well as the U.S. Among the challenges were the creation of separate and independent governments, the control of the nuclear arsenals installed by the former Soviet Union, the rise of ethnic tensions and the transition to free-market economies.

The collapse of the Russian economy in the 1990s led the U.S. to offer financial assistance and the International Monetary Fund to provide loans to Russia.

The former communist allies of the Soviet Union struggled in transitioning to free-market economies and instituting democratic reforms. Germany wrestled with the challenges of reunification.

The U.S. emerged as the world’s sole superpower, which prompted national debates on its new role on the world stage.

The Non-Aligned Movement, originally formed as a counterpoint to NATO and the Warsaw Pact, has struggled to define its purpose and establish common goals since the end of the Cold War.

### Expectations for Learning

Describe how the breakup of the Soviet Union ended the Cold War and analyze the challenges it created for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.

### Instructional Strategies

Have students research and create illustrations showing the ethnic make-up of the peoples living in the Soviet Union. Then, have students research and create illustrations that show the ethnic make-up of the former Soviet republics after the breakup of the Soviet Union. Draw conclusions about the role of ethnicity in uniting and dividing peoples. Have students look for examples of continuing conflict in these countries.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this [site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

### Connections

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World History – Grade 9

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| Topic | **Globalization (1991-Present)**
The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges. |
| Content Statement | **24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.** |

**Content Elaborations**
Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, Chechnyan separatists, Irish Republican Army).

Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.

The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq and Rwanda.

**Expectations for Learning**
Describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

**Instructional Strategies**
Create a chart detailing the genocides that have occurred in the post-Cold War world, and compare them to the genocides in the first half of the 20th century. Have students debate why governments (especially the U.S.) have tended to treat some genocides differently than others.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

**Essential Questions**
## Ohio’s New Learning Standards: K12 Social Studies

### World History – Grade 9

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<tr>
<td>Content Statement</td>
<td>25. Political and cultural groups have struggled to achieve self-governance and self-determination.</td>
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### Content Elaborations

Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:

- Russia and the other former Soviet republics;
- South Africa;
- The former communist countries in Europe;
- Israel and Arab nations in the Middle East; and
- Northern Ireland.

### Expectations for Learning

Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

### Instructional Strategies

**Diverse Learners**

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### Instructional Resources

**Lesson: South Africa After Ten Years of Freedom**

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/sfrica_4-13.html

This PBS website provides background, activities and critical analysis of post-apartheid South Africa.

### Connections

### Essential Questions
**Ohio’s New Learning Standards: K12 Social Studies**

**World History – Grade 9**

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<td><strong>26. Emerging economic powers and improvements in technology have created a more-interdependent global economy.</strong></td>
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<tr>
<td>Content Elaborations</td>
<td>Emerging economic powers (e.g., China, India, Brazil, Russia) have helped create a more interdependent global economy by gaining market share in the production of some goods and services. The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers. Improvements in technology, such as the expanded use of satellites, personal computers, the Internet and cellular telephones, have created a more interdependent global economy. For example, the Internet and cellular phones enable the sharing of business data and facilitate commercial transactions. The personal computer and Internet have transformed the workplace, permitting employees to work virtually anywhere in the world.</td>
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**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies

World History – Grade 9

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|       | The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges. |
| Content Statement | **27. Proliferation of nuclear weapons has created a challenge to world peace.** |

**Content Elaborations**
The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace. The collapse of the Soviet Union raised concerns for the nuclear weapons stored in some of the former Soviet republics. Instability in many of the former Soviet republics raised global concerns regarding the safety of the weapons they hold and the possibilities for proliferation.

The possibility of access to nuclear weapons by terrorists and those countries that support terrorism also poses a challenge to world peace.

**Expectations for Learning**
Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.

**Instructional Strategies**
Have students research the countries that currently have nuclear weapons and nuclear capabilities. Research should also examine current efforts to stem the proliferation of the nuclear weapons. Have students write an opinion piece about nuclear weapons and their relationship to world peace.

**Diverse Learners**
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**Instructional Resources**

**Connections**

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**Essential Questions**
## Ohio’s New Learning Standards: K12 Social Studies

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<td>Content Statement</td>
<td>28. The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</td>
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### Content Elaborations

The rapid increase of global population in the 20th and 21st centuries coupled with an increase in life expectancy has created societal and governmental challenges. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. In response to the population problem in China, the government instituted a one child per couple policy. The increase of the elderly has placed burdens on many countries to provide adequate health care.

Mass migrations have created societal and governmental challenges, including:

- Brain drain out of developing countries;
- Tension and conflict in some receiving countries (e.g., immigrants from North Africa and other Arab nations into Europe); and
- Illegal immigration (e.g., U.S., South Africa)

### Expectations for Learning

Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

### Instructional Strategies

Have students collect and interpret data about countries that are experiencing the greatest changes in population. Have them look for causes and effects of population increases or decreases. Have students analyze the societal and governmental challenges that have emerged and brainstorm possible solutions to these issues. Students could be encouraged to write a United Nations resolution proposing their solution.

### Career Connection

Students will research an issue impacted by population and life expectancy (e.g., immigration, pollution, workforce). Students will identify careers involved in addressing the issue and influencing official policy (e.g., analyst, government employee, economist). Lastly, they will choose a career to research in more depth, and apply the information to their plan for education and training through high school and beyond.

### Diverse Learners

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### Instructional Resources

Connections
### Theme

*This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.*

### Topic

**Globalization (1991-Present)**

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

### Content Statement

29. *Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.*

### Content Elaborations

World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species and the rapid decline of rainforests.

A new environmental consciousness and a movement for the sustainability of the world's resources influenced the actions of:

- Citizen organizations (e.g., Greenpeace, Save Our Environment, World Wildlife Fund, Save Our Earth); and
- Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol).

### Expectations for Learning

Describe the reasons for the new environmental consciousness and movement for sustainability.

### Instructional Strategies

**Diverse Learners**

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**Instructional Resources**

**Teaching and Learning for a Sustainable Future**

http://www.unesco.org/education/tlsf/

This is a multimedia teacher education program from UNESCO.

**Global Learning, Inc.**

http://www.globallearningnj.org/

The Global Learning website provides background information and educational activities that can be adapted to this content statement.

### Connections

### Essential Questions
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US History – Grade 10

Theme
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic
Historical Thinking and Skills
Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement
1. Historical events provide opportunities to examine alternative courses of action.

Content Elaborations
By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

How might the history of the United States be different if the participants in historical events had taken different courses of action? What if Democratic Party officeholders had not been restored to power in the South after Reconstruction, the U.S. had not engaged in the Spanish-American War or the U.S. had joined the League of Nations? What if the federal government had not used deficit spending policies during the Great Depression, Truman had not ordered atomic bombs dropped on Japan or African Americans had not protested for civil rights in the 1950s and 1960s?

Expectations for Learning
Analyze a historical decision and predict the possible consequences of alternative courses of action.

Instructional Strategies
Gather primary and secondary resources on a specific event to analyze an historical event to determine what might have happened if the participants had chosen alternative courses of action (e.g., What if Truman had not ordered atomic bombs dropped on Japan?). Students will use this information to reach a conclusion of what is the best course of action to solve an issue or problem.

When teaching about an event like the Berlin Airlift, provide students with alternative courses of action available to the decision makers. Pose the problem (i.e., the blockade of Berlin by the Soviet Union) before the students read about the airlift ordered by President Truman. Have students work in groups to select one course of action. Have the groups discuss the rationales behind their selected courses of action and speculate on the possible consequences and results before the actual course of action is revealed.

Diverse Learners
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Instructional Resources

Connections

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

Theme

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Topic

Historical Thinking and Skills

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content Statement

2. The use of primary and secondary sources of information includes an examination of the credibility of each source.

Content Elaborations

The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:

- The qualifications and reputation of the author;
- Agreement with other credible sources;
- Perspective or bias of the author (including use of stereotypes);
- Accuracy and internal consistency; and
- The circumstances in which the author prepared the source.

Expectations for Learning

Analyze and evaluate the credibility of primary and secondary sources.

Instructional Strategies

With the characteristics of credibility in mind, have students create their own rubrics to evaluate the credibility of primary and secondary sources available on different historical topics.

Provide examples of primary and secondary sources that illustrate one or more attributes related to credibility as noted in the content elaboration. Help students recognize the attributes in the examples. Include online sources in the examples.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/.

Diverse Learners

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To help students analyze primary sources:

- Provide a highlighted document;
- Create a bulleted list of important points;
- Have students work in heterogeneous groups;
- Modify the readability of the document by inserting synonyms for difficult vocabulary;
- Provide two versions of text, one in original language and one in modified language;
- Provide students a typed transcript, often available on history websites; and
- Add captions or labels to clarify meaning of graphics and images.
Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

Instructional Resources
History Matters
http://historymatters.gmu.edu/browse/makesense/
This site provides students with skills to analyze various primary and secondary sources.

Primary Sources at Yale
http://www.yale.edu/collections_collaborative/primarysources/
The university’s website has a primary source database with digital copies of hundreds of historical primary sources.

The National Archives
http://www.archives.gov/education/
This website offers primary source documents.

Connections

Essential Questions
# Ohio’s New Learning Standards: K12 Social Studies

## US History – Grade 10

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| Topic | **Historical Thinking and Skills**  
Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. |
| Content Statement | 3. Historians develop theses and use evidence to support or refute positions. |

### Content Elaborations
Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

### Expectations for Learning
Develop a thesis and use evidence to support or refute a position.

### Instructional Strategies
Have students develop theses for use in historical papers and debates. In either context, the thesis should be supported with historical evidence and documentation.

Display numerous artifacts or other primary sources related to a historical event (e.g., Japanese-American internment, immigration, civil rights). Give students the task of selecting and organizing a certain number of the resources to interpret. Have each student develop a thesis to explain the relationship among the selected resources, using information to support their theses.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at [http://www.ohiohistory.org/historyday/](http://www.ohiohistory.org/historyday/).

### Diverse Learners
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### Instructional Resources
**Connections**

**Formal Writing in a Facing History Classroom**  
[http://www.facinghistory.org/resources/strategies/teaching-strategy-formal-writ](http://www.facinghistory.org/resources/strategies/teaching-strategy-formal-writ) This website provides strategies for writing in the social studies.
### Theme

**Ohio’s New Learning Standards: K12 Social Studies**  
**US History – Grade 10**

**Theme**

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic

**Historical Thinking and Skills**

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

### Content Statement

4. **Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.**

### Content Elaborations

**When studying a historical event or person in history, historians analyze cause-and-effect relationships.** For example, to understand the impact of the Great Depression, an analysis would include its causes and effects.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

An examination of the Great Depression would include the Federal Reserve Board’s monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.

**Expectations for Learning**

Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

### Instructional Strategies

**Present students with a series of historical events.** Ask them to determine which ones happened before a certain event and could serve as causes, and which ones came after the event and could be a consequence or effect. Follow-up discussions can focus on short-term vs. long-term causes and effects.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at [http://www.ohiohistory.org/historyday/](http://www.ohiohistory.org/historyday/).

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Help students clarify the difference between cause and effect using the following activities:

- Present students with several historical facts/events, then ask them to label causes and effects appropriately.
- Use charts, especially flow charts, when clarifying cause-and-effect relationships.
- Provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

### Instructional Resources

**Connections**

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Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

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| Topic | Historic Documents Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America. |
| Content Statement | 5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies. |

**Content Elaborations**
The Declaration of Independence opens with a statement that the action the American colonies were undertaking required an explanation. That explanation begins with a brief exposition of Enlightenment thinking, particularly natural rights and the social contract, as the context for examining the recent history of the colonies.

The document includes a list of grievances the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists deemed were tyrannical acts and destructive of their rights.

The Declaration of Independence ends with a clear statement that the political bonds between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.

**Expectations for Learning**
Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.

**Instructional Strategies**
Have students prepare a brief “background” paper for one of the grievances listed in the Declaration of Independence.

**Diverse Learners**
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Certain historical episodes leading to the grievances listed in the Declaration of Independence are more readily recognized by the wording of the grievances. Assign students experiencing difficulties with the content a grievance that is relatively easy to grasp (e.g., “For cutting off our Trade with all parts of the world;” – Boston Port Act) and direct more able students to more difficult references.

**Instructional Resources**
Primary Documents in American History - Declaration of Independence http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html
This website, provided by the Library of Congress, is a starting point for locating a variety of resources on the Declaration of Independence.

**Connections**
Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

**Theme**

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**Topic**

**Historic Documents**

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.

**Content Statement**

6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.

**Content Elaborations**

As Ohio country settlement progressed in the Connecticut Western Reserve and the Virginia Military District, and with the enactment of the Land Ordinance of 1785, the Congress of the United States recognized a need for governing land acquired in the Treaty of Paris. The Northwest Ordinance provided the basis for temporary governance as a territory and eventual entry into the United States as states.

The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years. New states were to be admitted “into the Congress of the United States, on an equal footing with the original States.” This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain. “Schools and the means of education” were to be encouraged. This wording reinforced the provision in the Land Ordinance of 1785 allocating one section of each township for the support of schools and established a basis for national aid for education. Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances were precursors to the Bill of Rights of the U.S. Constitution. Slavery was prohibited in the Northwest Territory. This provision was later included in the Constitution as Amendment 13. State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.

**Instructional Strategies**

Have students compare the wording for the rights of citizens listed in the Northwest Ordinance of 1787 with the wording used in the U.S. Bill of Rights. Have the students consider what prompted the similarities/dissimilarities in the language used.

Have students examine the use of “republic” and “republican” as references to a form of government. Have groups of students compare applicable references from the Pledge of Allegiance, the Northwest Ordinance (Sec. 14, Art. 5) and the Constitution of the United States (Art. IV, sec. 4) to determine the importance attached to the concept of a republic. Have students find definitions for “republic”. Emphasize the key components of a republic:

- Supreme power is held by the citizens;
- Citizens are entitled to vote;
- Elections are held for government officers and representatives of the citizens;
- Elected officers and representatives are responsible to the citizens;
- Elected officers and representatives govern according to law.

**Diverse Learners**

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**Instructional Resources: Our Documents**


This web site, a cooperative effort among National History Day, The National Archives and Records Administration, and USA Freedom contains a copy of the Northwest Ordinance of 1787.

**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

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| Topic | **Historic Documents**
Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America. |
| Content Statement | **7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.** |

<table>
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<tr>
<th>Content Elaborations</th>
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<tbody>
<tr>
<td>The national government, under the Articles of Confederation, faced several critical problems. Some dealt with the structure of the government itself. These problems included weak provisions for ongoing management of national affairs (a lack of a separate executive branch), a limited ability to resolve disputes arising under the Articles (a lack of a separate judicial branch) and stiff requirements for passing legislation and amending the Articles. National issues facing the government included paying the debt from the Revolutionary War, the British refusal to evacuate forts on U.S. soil, the Spanish closure of the Mississippi River to American navigation and state disputes over land and trade. Economic problems in the states led to Shays’ Rebellion.</td>
<td>Form cooperative learning groups of six members (one student for each of the first six articles of the Constitution). Rearrange students into groups based upon the article number and assign each group three problems facing the nation in 1787. Have the students determine if the contents of their assigned article would have any bearing on the problems. After the necessary deliberation time, put students back into their original six-member groups. Have the “experts” from the article groups confer to assess how many and which provisions of the Constitution could be brought to bear on each problem. Have the groups reach a conclusion on the “strength” of the new government.</td>
</tr>
</tbody>
</table>
| The Constitution of the United States strengthened the structure of the national government. Separate executive and judicial branches were established. More practical means of passing legislation and amending the Constitution were instituted. The new government would have the ability to address the issues facing the nation. Powers to levy taxes, raise armies and regulate commerce were given to Congress. The principle of federalism delineated the distribution of powers between the national government and the states. | Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. |
| The Constitution of the United States was drafted using Enlightenment ideas to create a workable form of government. The Preamble and the creation of a representative government reflect the idea of the social contract. Articles I – III provide for a separation of powers in government. Article I also provides some limited protection of rights. | **Instructional Resources**
**National Constitution Center**
http://constitutioncenter.org/
This site provides a variety of resources for teachers related to the U.S. Constitution. |

<table>
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<tr>
<th>Expectations for Learning</th>
<th>Connections</th>
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</table>
| Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780s. | **Essential Questions**
How well does the Constitution of the United States continue to serve the needs of the United States of America? |
| Explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking. | **Instructional Resources**
**National Constitution Center**
http://constitutioncenter.org/
### Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

#### Theme
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

#### Content Statement
8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.

#### Content Elaborations
The Constitution of the United States represented a significant departure from the Articles of Confederation. The document required ratification by nine states for the national government to be established among the ratifying states.

Proponents and opponents of the Constitution attempted to sway the deliberations of the ratifying conventions in the states. The proponents became known as Federalists and the opponents as Anti-Federalists.

New York was a pivotal state in the ratification process and Federalists prepared a series of essays published in that state’s newspapers to convince New York to support the Constitution. These essays have become known as the Federalist Papers and they addressed issues such as the need for national taxation, the benefits of a strong national defense, the safeguards in the distribution of powers and the protection of citizen rights. What has become known as the Anti-Federalist Papers is a collection of essays from a variety of contributors. While not an organized effort as the Federalist Papers were, the Anti-Federalist Papers raised issues relating to the threats posed by national taxation, the use of a standing army, the amount of national power versus state power and the inadequate protection of the people’s rights.

#### Expectations for Learning
Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.

#### Instructional Strategies

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

#### Instructional Resources

**The Library of Congress**
[http://thomas.loc.gov/home/histdox/fedpapers.html](http://thomas.loc.gov/home/histdox/fedpapers.html)
Web access to the Federalist Papers can be found here.

**National Endowment for the Humanities – EDSITEment!**
Two lessons are outlined and associated resources are provided for the debate over “Diversity and the Extended Republic.” Selections from several Federalist Papers and Anti-Federalist Papers are included in the lessons.

#### Connections
Instruction related to the Federalist Papers and the Anti-Federalist Papers could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts. Standard 9 calls for students in grades 11-12 to, “Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.”

#### Essential Questions
How well does the Constitution of the United States continue to serve the needs of the United States of America?
### Theme

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic

**Historic Documents**

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.

### Content Statement

9. *The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.*

### Content Elaborations

The Bill of Rights to the Constitution of the United States is derived from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution.

English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta marked a step toward constitutional protection of rights and recognized trial by jury. The English Bill of Rights affirmed many rights including the right to habeas corpus and it protected against cruel punishments.

Enlightenment ideas about natural rights of life, liberty and property were becoming widespread as American colonists were experiencing what they saw as infringements upon their rights. The Quartering Act of 1765 was seen as an infringement on property rights. The Massachusetts Government Act placed severe limitations on the colonists' ability to assemble in their town meetings. The Enlightenment ideas and British policies became focal points of the Declaration of Independence in 1776.

As the American people began to govern themselves, they incorporated individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religious exercise and the accused. Other colonies also included individual rights as part of their constitutions. The national government, under the Articles of Confederation, enacted the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused and property rights.

### Instructional Strategies

Assign students to find historical texts containing language pertaining to a specific individual right. Group students together who researched the same right to compare the precedent documentations with the wording contained in the Bill of Rights. Have the students draw conclusions as to how influential the precedent documents were in the writing of the Bill of Rights.

### Diverse Learners

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Assign students experiencing difficulties with the content a document with a relatively clear reference to the right involved.

### Instructional Resources

**The Magna Carta**

[http://magnacarta800th.com/](http://magnacarta800th.com/)

This site provides background information and lessons.

**The British Library**

[http://www.bl.uk/treasures/magnacarta/index.html](http://www.bl.uk/treasures/magnacarta/index.html)

The British Library's Treasures in Full exhibit about the Magna Carta, including background information and teacher information.

### Connections
One of the key issues in the debate over the ratification of the Constitution concerned individual rights. The strength of Anti-Federalist arguments that the original Constitution did not contain adequate protections for individual rights led to the introduction in the First Congress of nine amendments devoted to rights of individuals.

**Expectations for Learning**
Cite evidence for historical precedents to the rights incorporated in the Bill of Rights.

**Essential Questions**
*How well does the Constitution of the United States continue to serve the needs of the United States of America?*
**Ohio’s New Learning Standards: K12 Social Studies**

**US History – Grade 10**

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<td>Content Statement</td>
<td>10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</td>
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<td>Content Elaborations</td>
<td>Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. It marked a shift from a predominance of agricultural workers to a predominance of factory workers. It marked a shift from rural living to urban living, with more people living in crowded and unsanitary conditions. Mechanized farming also transformed the American economy. Production was made more efficient as machines replaced human labor. New technologies (e.g., mechanized assembly line, electric motors) made factory production more efficient and allowed for larger industrial plants. Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries include the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile and airplane.</td>
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<td>Instructional Strategies</td>
<td>Use graphic organizers to illustrate the technological changes brought to agrarian and urban life as a consequence of industrialization in the late 19th and early 20th centuries. Analyze U.S. population data from 1877-1920 and create pie charts or bar graphs to illustrate the country’s shift from an agrarian to an urban population.</td>
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</tr>
<tr>
<td>Instructional Resources</td>
<td>Connect this Content Statement to Content Statement 27 by discussing the continued transformation from industrial society to a service-oriented and global economy.</td>
</tr>
<tr>
<td>Expectations for Learning</td>
<td>Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</td>
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<tr>
<td>Essential Questions</td>
<td>Did rapid industrialization improve the lives of Americans? Are the benefits of progress worth the costs?</td>
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### Theme

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### Topic

**Industrialization and Progressivism (1877-1920)**

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

### Content Statement

11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor.

### Content Elaborations

The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers.

As a result of the changing nature of work, some members of the working class formed labor organizations (e.g., American Railway Union, American Federation of Labor, Industrial Workers of the World, United Mine Workers of America) to protect their rights. They sought to address issues such as working conditions, wages and terms of employment.

Labor organizations also grew due to the violence toward supporters of organized labor (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike).

### Expectations for Learning

Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.

### Instructional Strategies

In small groups, ask students to create a list of grievances for a simulated labor movement within the classroom and a list of three to five strategies they could employ to achieve redress for the grievances. Next, have the groups identify the strategy they feel would yield the best chance for long-term impact, an American labor organization that used that strategy, and the long-term impact of that labor organization. Debrief the activity by discussing the conditions in the United States that gave rise to labor unions in the late 19th and early 20th centuries.

### Career Connection

Students will compare the 19th and 20th century technological advances (e.g., assembly lines, telephone, automobile) to today’s technology focusing on jobs that have been phased out and those that have emerged as a result of these advances (e.g., IT, social media, robotics). Students will explore topics, such as:

- Technology has impacted the level of education and training required to be marketable in the current labor market versus in the past (e.g., increased graduation requirements and expectations for education and training beyond high school; increased use of robotics to automatize certain functions that were once completed by people).
- Careers that will be created over the next 10 years that do not exist today and those that do exist today that will be phased out as they are performed through advanced technologies rather than manually.

Students will explore in-demand careers, using current labor market information, and then choose one career to research in more depth.

### Diverse Learners

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Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

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| Content Statement | **12. Immigration, internal migration and urbanization transformed American life.** |

**Content Elaborations**
Mass immigration at the turn of the 20th century made the country more diverse and transformed American life by filling a demand for workers, diffusing new traits into the American culture and impacting the growth of cities.

Many people left their farms for the cities seeking greater job opportunities. The Great Migration marked the mass movement of African Americans who fled the rural South for the urban North. They sought to escape prejudice and discrimination and secure better-paying jobs. They helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, literature).

Urbanization transformed the physical nature of cities. Central cities focused on industry and commerce. Buildings became taller and tenement buildings provided housing for working families. Cities acquired additional land as they expanded outward.

The crowding of cities led to increased crime with the development of gangs. Improvements in transportation (e.g., trolleys, automobiles) facilitated the development of suburbs. A growing middle class could easily commute between residential areas and the central cities for business and recreation.

The demand for resources and land in the West changed the life of the American Indians, who through a series of treaties and government actions continued to be displaced from their ancestral lands.

**Expectations for Learning**
Analyze and evaluate how immigration, internal migration and urbanization transformed American life.

**Instructional Strategies**
Students create a journal or blog based on primary accounts for a hypothetical immigrant/migrant describing life in an American city. Discussions should focus on both the changes in the immigrant’s/migrant’s life and the changes brought by immigration/migration to American cities.

Divide students into groups. Each group is to develop an interactive museum exhibit about urban life, immigration and migration in the late 19th and early 20th centuries. Students will select primary and secondary documents to present the life for at least two socio-economic groups during the period. Students should organize their student groups by defining tasks, choosing leaders, assigning work, etc. Have students provide an annotated bibliography for their resources.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**
**Lesson Plan: Immigration to the United States**
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a41 This ODE model lesson can be adapted to Content Statement 7.

**Connections**

**Essential Questions**
### Ohio’s New Learning Standards: K12 Social Studies

**US History – Grade 10**

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| Content Statement | 13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. |

### Content Elaborations

The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party’s control of state governments. With the *redemption* of the South, many reforms enacted by Reconstruction governments were repealed.

Racial discrimination was institutionalized with the passage of Jim Crow laws. These state laws and local ordinances included provisions to require racial segregation, prohibit miscegenation, limit ballot access and generally deprive African Americans of civil rights.

Advocates against racial discrimination challenged institutionalized racism through the courts. The U.S. Supreme Court affirmed segregation in the *Plessy* v. *Ferguson* decision.

The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.

### Expectations for Learning

**Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.**

**Describe institutionalized racist practices in post-Reconstruction America.**

### Instructional Strategies

Students read excerpts from primary sources (e.g., news articles, speeches, legislation, opinions in the *Plessy* v. *Ferguson* case) as ways of identifying the institutionalization of racial discrimination following Reconstruction. For each source, students should note excerpts that illustrate the institutionalization of racial discrimination.

Conduct a *separate-but-equal* simulation in class in which one-half is given equal (in reality, inadequate) supplies to complete a project assigned to the entire class. Complete a debriefing activity following the experience to help students make connections to the historic past.

### Diverse Learners

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### Instructional Resources

### Connections
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

**Industrialization and Progressivism (1877-1920)**
Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

**Content Statement**
14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

**Content Elaborations**
Industrial capitalism, urbanization and political corruption contributed to many of the problems in American society in the late 19th and early 20th centuries. Organized movements, such as the Farmers’ Alliances and the Populist Party, were reactions to the effects of industrialization and created a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice and life in urban America.

Progressives introduced reforms to address the ills associated with industrial capitalism. Their efforts led to anti-trust suits (e.g., Northern Securities Company), antitrust legislation (Clayton Antitrust Act), railroad regulation (Hepburn Act), and consumer protection legislation (e.g., Pure Food and Drug Act, Meat Inspection Act). The Federal Reserve Act was passed to control the nation’s money supply and regulate the banking system. Conservation reforms included the creation of the U.S. Forest Service, the National Park Service and the passage of the Newlands Act.

Progressives fought political corruption and introduced reforms to make the political process more democratic (e.g., initiative, referendum, recall, secret ballot, new types of municipal government, civil service reform, primary elections).

Other progressive reforms included:
- 16th Amendment (power of Congress to levy an income tax);
- 17th Amendment (direct election of U.S. Senators);
- 18th Amendment (prohibition of alcoholic beverages);
- 19th Amendment (women’s suffrage).

**Instructional Strategies**
Create a chart in which students examine Progressive-era federal legislation. The first column identifies the perceived social or political ills; the second column, the legislative action that addressed each problem; and third column provides an evaluation of the success of the legislation in addressing the problem.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**
This [Digital History](#) website has primary sources relating to the Progressive era for students to interpret.

**Connections**

**Expectations for Learning**
Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.

**Essential Questions**
Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

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| Topic | Foreign Affairs from Imperialism to Post-World War I (1898-1930) The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace. |

**Content Statement**

15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

**Content Elaborations**

With the closing of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets and prestige, an expanded navy and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. The annexation of Hawaii followed by a successful conclusion to the Spanish-American War allowed the United States to join other nations in imperialist ventures.

With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries. However, the United States enjoyed a brief period of economic prosperity and was able to exert authority as a world power.

**Expectations for Learning**

Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.

**Instructional Strategies**

**Diverse Learners**

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**Instructional Resources**

- **Crucible of Empire: The Spanish-American War**
  http://www.pbs.org/crucible/frames/_film.html
  This PBS documentary covers the Spanish-American War and how it led to the U.S. becoming a world power. This site provides additional resources.

- **Lesson Plan: A World Power**
  http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c8053260d This ODE model lesson can be adapted to Content Statement 10.

- **Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii**
  http://www.archives.gov/education/lessons/hawaii-petition/
  This National Archives website contains documents and teaching activities on the U.S. annexation of Hawaii.

**Connections**

**Essential Questions**
**Ohio’s New Learning Standards: K12 Social Studies**

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The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace. |
| Content Statement | **16.** After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. |
| Content Elaborations | After WWI, the United States emerged as a world leader and pursued efforts to maintain peace in the world. President Wilson's efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States’ decision not to join the League of Nations. Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion (Four-, Five- and Nine-Power Treaties). In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as “an instrument of national policy.” In taking a leading role in these later treaties, the United States sought to limit its involvement in international affairs. |
| Expectations for Learning | Explain why and how the United States moved to a policy of isolationism following World War I. |
| Instructional Strategies | Divide the class into groups and assign each group a treaty listed in the content elaborations. Have them analyze the ways in which the treaty moved the United States away from the role of world peacekeeper and limited its involvement in international affairs. |
| Diverse Learners | Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. Have students summarize the Fourteen Points in their own words in chart form. |
| Instructional Resources | **Postwar Disillusionment and the Quest for Peace 1921-1929**
This EDSITEment! website provides an overview, lessons and resources on the U.S. movement away from international affairs following World War I. |
| Connections | --- |

**Essential Questions**

Are U.S. interests protected better when foreign policy leans toward Isolationism or leans toward Interventionism?
Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

| Theme | **This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.** |
| Topic | **Prosperity, Depression and the New Deal (1919-1941)**<br>The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government. |
| Content Statement | 17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. |

**Content Elaborations**<br>The Great Migration of African Americans to northern cities heightened racial tensions there and led to a series of urban race riots in 1919. Lynchings and the enforcement of Jim Crow legislation continued in the South during the post-war era. Racial intolerance also was seen in the revival of the Ku Klux Klan across the United States.<br><br>An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics and Jews was exhibited by groups such as the Ku Klux Klan.<br><br>The success of the Bolshevik Revolution in Russia followed by post-war labor strikes and a series of bombs sent to public and business officials in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many aliens.

**Expectations for Learning**<br>Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

**Instructional Strategies**<br>Students examine political cartoons, advertisements and media coverage of social unrest to understand stereotypes, racial intolerance, fear of communism and violence against immigrants. Have students demonstrate their understanding by making posters or presentations (e.g., performance, dramatic reading, newscast, media presentation).

**Diverse Learners**<br>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**<br>Library of Congress<br>http://www.loc.gov<br>Search for political cartoons reflecting racial intolerance, anti-immigrant attitudes and the Red Scare.

**Connections**

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Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

Theme
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic
Prosperity, Depression and the New Deal (1919-1941)
The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Content Statement
18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

Content Elaborations
Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans. Technological innovations in communication included commercial radio broadcasts, talking motion pictures, and wider circulation of newspapers and magazines. These innovations influenced the development of a popular culture and mass advertising.

Advances in transportation during this era include the Model A Ford and the airplane. In industry, mass production techniques continued to make factory production more efficient. These developments also contributed to an improved standard of living.

These innovations brought change. But some changes challenged conventional social mores and created tensions. For example, increased automobile ownership contributed to the growth of suburbs, the creation of new businesses (e.g., motels, gas stations) and the expansion of others (e.g., rubber, plate glass, petroleum, steel). New surfaced roads were constructed to accommodate increased traffic. But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used cars to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion.

Expectations for Learning
Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

Instructional Strategies
Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Students with a music background or interest in broadcasting will produce a radio program from the 1920s focusing on how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

Instructional Resources
Life Without Technology
http://www.pbs.org/wnet/1900house/lessons/lesson2a.html
This PBS website has lessons and resources that can be adapted to this content statement.

Henry Ford and the Model T: A Case Study in Productivity
This website from the Council for Economic Education provides lessons and resources on the impact of Ford’s Model T on the U.S.

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

<table>
<thead>
<tr>
<th>Theme</th>
<th>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</th>
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</tr>
<tr>
<td>Content Statement</td>
<td>19. Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change.</td>
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</table>

**Content Elaborations**

The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.  

The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing and public services.  

The movement to give women suffrage saw the fruition of its goal with the passage of the 19th Amendment. The change brought more women into the political process, eventually including women running for public office.  

Prohibition had mixed results. Establishments that openly sold liquor closed their doors. Prohibition lacked popular support. It further divided the nation along secularist/ fundamentalist, rural/urban and modern/traditional lines. It led to speakeasies and increased organized crime. The law was difficult to enforce and was repealed with the 21st Amendment.

**Expectations for Learning**

Describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.

**Instructional Strategies**

Have students read examples of the literature of the Harlem Renaissance to interpret the feelings of the urbanized African-American population of the 1920s. Have students discuss how the popularity of such works could contribute to social change.

Discuss the rationale behind Prohibition. Ask students if the social changes it prompted were in line with the proponents of Prohibition. Have students compare it to current laws that make certain substances illegal for consumption. How are the rationale for illegality and the problems with enforcement the same and different?

Have students look beyond the literal meaning of the 19th Amendment to the U.S. Constitution. What social changes came about in part as a result of women gaining the right to vote?

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**


This National Archives website contains primary source documents and teaching activities.


This National Archives website contains primary source documents and teaching activities on the women's movement for suffrage.


This EDSITEment! lesson and resources can be adapted to Content Statement 14.
Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

<table>
<thead>
<tr>
<th>Lesson Plan: The Roaring 20s</th>
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</thead>
<tbody>
<tr>
<td><a href="http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325e3">http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325e3</a></td>
</tr>
<tr>
<td>This ODE model lesson can be adapted to Content Statement 19.</td>
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</tbody>
</table>

| Connections |

| Essential Questions |
### Theme

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic

**Prosperity, Depression and the New Deal (1919-1941)**

The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

### Content Statement

20. The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

#### Content Elaborations

One of several factors leading to the Great Depression in the United States was the excessive amount of lending by banks. This fueled speculation and use of credit. The Federal Reserve attempted to curb these practices by constricting the money supply. The effect was to worsen economic conditions by making it harder for people to repay debts and for businesses, including banks, to continue operations.

Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. But the collapse of the stock market led many to lose their investments and fortunes. The closing of many factories led to the rise of consumer debt as workers lost needed income.

During the 1930s, the role of the federal government was greatly expanded with the New Deal. This occurred through its efforts to help the economy recover, with programs such as the National Recovery Administration, to provide relief to the unemployed by creating jobs and to institute reforms for the protection of the elderly, farmers, investors and laborers.

#### Expectations for Learning

Describe how the federal government’s monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.

Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.

#### Instructional Strategies

Have students research local WPA or CCC projects that were built as a result of New Deal legislation and the expanded role of the federal government.

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

#### Instructional Resources

**Lesson Plan: Where Did All the Money Go? The Great Depression Mystery**


This lesson plan from the Council on Economic Education provides activities and resources on the causes of the Great Depression. Search for great depression.

**Lesson Plan: Economics of the New Deal**


This lesson plan from the Council for Economic Education provides activities and resources on the economics of the Great Depression.

**American Memory**

http://memory.loc.gov/ammem/index.html

Students can access WPA photographs and oral history projects through the Library of Congress’ American Memory website.

**Lesson Plan: The Great Depression and the Federal Government**

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f8c80531d14

This ODE model lesson can be adapted to Content Statement 20.
Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

<table>
<thead>
<tr>
<th>Lesson Plan: The 1930s: Drastic Times Call For Drastic Measures</th>
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<tbody>
<tr>
<td>This ODE model lesson can be adapted to Content Statement 20.</td>
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<tr>
<td>Connections</td>
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</tbody>
</table>

**Essential Questions**
# Ohio’s New Learning Standards: K12 Social Studies

## US History – Grade 10

<table>
<thead>
<tr>
<th>Topic</th>
<th>From Isolation to World War (1930-1945)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country’s focus from isolationism to international involvement.</td>
</tr>
</tbody>
</table>

| Content Statement | 21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII. |

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. Although it had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs, the U.S. retreated from these policies during the 1930s with the Good Neighbor Policy. The Neutrality Acts of the 1930s were attempts to isolate the country from the problems erupting in Asia and Europe. The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the <strong>cash-and-carry</strong> policy, negotiated the <strong>destroyer-for-bases</strong> agreement and enacted the Lend-Lease Policy. It also helped write the Atlantic Charter. The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.</td>
<td>Have students hold a debate between isolationists and those that felt the United States needed to prepare for possible conflict. Students should use primary sources to support their positions. <strong>Diverse Learners</strong> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Additional strategies and resources based on the Universal Design for Learning principles can be found at <a href="http://www.cast.org">www.cast.org</a>.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Expectations for Learning</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the reasons for American isolationist sentiment in the interwar period.</td>
<td><strong>Connections</strong></td>
</tr>
</tbody>
</table>

### Essential Questions

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Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

| Theme | This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. |
| Topic | From Isolation to World War (1930-1945) The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country’s focus from isolationism to international involvement. |
| Content Statement | 22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society. |

**Content Elaborations**  
The mobilization of the United States to a wartime economy during World War II was massive. The federal government reorganized existing plants to produce goods and services for the war effort and instituted policies to ration and redirect resources.

Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised *victory gardens* to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed no-strike pledges.

Job opportunities in the civilian workforce and in the military opened for women and minorities. African Americans organized to end discrimination and segregation so that they could contribute to the war effort. Although Japanese Americans were interned in relocation camps by the U.S. government, many enlisted in the armed services.

**Expectations for Learning**  
Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.

**Instructional Strategies**  
Provide students with images of war bond posters (e.g., Rosie the Riveter). Use National Archive primary source analysis worksheets to guide discussion of the posters. Students can discuss how the government worked to mobilize the home front for the war effort and how this carried over to breaking some of the traditional societal roles of women and minorities.

**Diverse Learners**  
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](https://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

**Instructional Resources**  
- **Teaching With Documents: Memorandum Regarding the Enlistment of Navajo Indians**  
  This National Archives website contains documents and teaching activities.

- **Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II**  
  This National Archives website contains primary source documents and teaching activities relating to the forced relocation of Japanese Americans during World War II.

- **Lesson Plan: Japanese American Internment**  
  This Library of Congress website includes primary source documents and activities.

**Connections**
Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

Theme
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic
The Cold War (1945-1991)
The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statement
23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

Content Elaborations
The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction.

In the four-year period following World War II, the United States was the only country in possession of atomic bombs and this contributed to its status as a superpower. The threat of using this weapon was seen as a deterrent to the ambitions of the Soviet Union.

The testing and explosion of the atomic bomb by the Soviets in 1949 established the Soviet Union as a second superpower. It also began a nuclear arms race that continued for decades and threatened world peace.

Expectations for Learning
Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
Code-Name Downfall: The Secret Plan to Invade Japan-And Why Truman Dropped the Bomb by Thomas Allen and Norman Polmar. This book offers the possible operation that President Truman could have followed had he decided not to order the dropping of the atomic bombs. Maps in the book can initiate discussion.

Connections

Essential Questions
### Theme
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic
**The Cold War (1945-1991)**
The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

### Content Statement
24. The United States followed a policy of containment during the Cold War in response to the spread of communism.

#### Content Elaborations
The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia. It became the policy of the United States for decades.

Following World War II, most of the eastern Europe countries had communist governments and were under Soviet control. The Chinese Revolution ushered in a communist government.

In Europe, the Marshall Plan and the North Atlantic Treaty Organization (NATO) were efforts to contain communism. In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam wars.

#### Expectations for Learning
Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.

#### Instructional Strategies
Have the students analyze perspectives of the policy of containment by using the primary sources in the Digital History website found under The Containment Policy.

http://www.digitalhistory.uh.edu/disptextbook.cfm?smtID=2&psid=3403

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

#### Instructional Resources
**Lesson Plan: Teaching With Documents: The United States Enters the Korean Conflict**
This National Archives lesson plan contains primary source documents and teaching activities originally published in the NCSS publication Social Education.

### Essential Questions

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### Theme

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**The Cold War (1945-1991)**

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

### Content Statement


### Content Elaborations

The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia sparked fears among many Americans. A second Red Scare focused attention on the media, labor unions, universities and other organizations as targets of communist subversion.

Like the first Red Scare following World War I, civil liberties were again challenged. The investigations of the House Un-American Activities Committee (HUAC) prompted employers to blacklist suspected communists, including actors and writers.

Senator Joseph McCarthy played on fears of subversion with his charges of communists infiltrating the U.S. government. The McCarthy hearings and HUAC investigations held the attention of the American people through the middle 1950s.

### Expectations for Learning

Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.

### Instructional Strategies

Have students contrast political climate (i.e., McCarthyism) in the 1950s with the current fear of terrorist attack. Are we reacting in similar ways? Why or why not?

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Lesson Plan: The Rise and Fall of Joseph McCarthy**


This EDSITEment! website has lesson activities, resources, guided questions, assessments and extension strategies.

### Connections

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**Essential Questions**

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Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

| Theme | This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. |

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| Content Statement | 26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. |

**Content Elaborations**
The Cold War dominated international politics and impacted domestic politics in the United States for almost 45 years. The intense rivalry between the U.S. and the Soviet Union led to the creation of alliances, an arms race, conflicts in Korea and Vietnam and brought the world close to nuclear war with the Cuban Missile Crisis. The Cold War affected international politics in the Middle East and Latin America.

The Cold War affected domestic politics. It led to the Second Red Scare and the rise of McCarthyism. A space race impelled the U.S. to increase spending on science education.

The Korean War also fed into the communist hysteria of the late 1940s and 1950s. The United States was able to secure support from the United Nations for the defense of South Korea while the Soviet Union was boycotting the Security Council.

The Vietnam War divided the country and sparked massive protests. Spending for the war came at the expense of the domestic programs launched by President Johnson. This led to urban unrest in the 1960s. The Vietnam War was a dominant issue in the presidential campaigns of 1968 and 1972. The difficulties and eventual withdrawal from Vietnam led to concerted efforts on part of the U.S. to find allies in future conflicts.

**Expectations for Learning**
Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.

**Instructional Strategies**

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

**Essential Questions**
### Ohio’s New Learning Standards: K12 Social Studies

**US History – Grade 10**

| Theme | This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. |
| Topic | The Cold War (1945-1991)  
The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States. |
| Content Statement | 27. The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. |

**Content Elaborations**

These were multiple causes for the collapse of communist governments in Eastern Europe and the USSR. The effect of these was the reduction of the tensions between the U.S. and the U.S.S.R. that characterized the Cold War period. Several communist governments in Eastern Europe gave up power following mass demonstrations for democracy. The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. This brought an end to the Cold War era.

The political and economic turmoil occurring in some of the new governments posed new challenges for the United States. The U.S. supported economic and education reforms by providing assistance to some of the former communist countries.

**Expectations for Learning**

Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.

**Instructional Strategies**

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

**Instructional Resources**

**The Cold War Museum**

http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp

This site offers a summary on how the collapse of the Soviet Union ended the Cold War.

**Connections**

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### Theme

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic

**Social Transformations in the United States (1945-1994)**

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

### Content Statement

28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

### Content Elaborations

**African Americans**

African Americans, Mexican Americans, American Indians and women distinguished themselves in the effort to win World War II. Following the war, movements began to secure the same freedoms and opportunities for these Americans that other Americans enjoyed.

African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC) and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They demonstrated and sought redress in the courts to change long-standing policies and laws.

Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.

American Indians organized to improve conditions on reservations, protect land rights and improve opportunities in education and employment. They formed groups such as the National Congress of American Indians (NCAI) and the American Indian Movement (AIM).

Women made progress toward equal opportunities through demonstrations, lawsuits and the National Organization for Women (NOW).

**Expectations for Learning**

Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.

### Instructional Strategies

Have students read or watch Dr. Martin Luther King’s *I Have A Dream* speech and evaluate whether the ideals of the speech have been realized in modern American society. Extend the activity to consider the extent to which these ideals impacted other groups in American society (see content elaboration).

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

**Justice and the Jim Crow Laws**


This lesson plan can be adapted for Content Statement 23.

**The March on Washington and Its Impact**


This PBS website contains a lesson on how the 1963 March on Washington changed America.

### Connections
## Theme

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

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<table>
<thead>
<tr>
<th>Content Statement</th>
<th><strong>29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.</strong></th>
</tr>
</thead>
</table>

### Content Elaborations

The United States experienced an era of unprecedented prosperity and economic growth following World War II. Contributing to this prosperity was public demand for goods and services. The demand for housing and automobile ownership spurred the growth of suburbs. Economic opportunities in defense plants and high-tech industries led to the growth of the Sunbelt.

Postwar prosperity produced some other epic changes (e.g., baby boom, increased consumerism, increased mobility via automobiles, pop culture, franchising and longer life spans).

Advances in science following the war also impacted American life. Examples include:

- Medicine (e.g., polio vaccine, birth control pill, artificial heart valve, open-heart bypass, organ transplant, genetic engineering);
- Communication (e.g., transistor, television, computers, Internet, mobile phones);
- Nuclear energy (e.g., atomic weapons, nuclear power plants); and
- Transportation (e.g., passenger jet airplanes, catalytic converters in cars).

### Instructional Strategies

Have students compare the use of advertising in the 1950s with its use in the 1920s. Provide examples of advertising and have students reflect on the methods used to induce consumer spending.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

### Connections

### Essential Questions
Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

<table>
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<tr>
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| Topic | Social Transformations in the United States (1945-1994)  
A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights. |
| Content Statement | 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. |

### Content Elaborations

The postwar movement from cities to suburbs had social and political effects. The cities became predominately black and poor, and strongly Democratic. The suburbs were mainly white and leaned Republican. The decaying environment and the low employment opportunities in large cities contributed to urban riots in the 1960s.

The employment opportunities in defense plants and high-tech industries located in the South and California led to the growth of the Sunbelt. This development contributed to a political power shift in the country as reflected in the reapportionment of congressional districts.

The 1965 Immigration Act allowed more individuals from Asia, Africa and Latin America to enter the United States. The resulting immigration impacted the country’s demographic makeup. Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs. As these new immigrants became citizens, their voting practices impacted the balance of power between the major political parties.

### Instructional Strategies

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**The Growth of the Suburbs – and the Racial Wealth Gap**

http://www.pbs.org/race/000_About/002_04-teachers-07.htm  
This part of the PBS series Race: The Power of an Illusion examines the post-war growth of suburbs and the impact the practice of redlining mortgage applications had on segregation of American society and creating a racial wealth gap.

### Connections

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**Essential Questions**
### Theme
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### Topic
Social Transformations in the United States (1945-1994)
A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

### Content Statement
31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

### Content Elaborations
The 1930s and early 1940s witnessed a great expansion in the role of the federal government in various policy areas. This expanded role continued to be the focus of political debates in the postwar period. For the economy, the debates were between those who favored a more activist role of the government to correct inequities and those who felt that the government should lessen its involvement and let the marketplace work. Public opinion on this issue was often influenced by the current state of the economy.

The debate on the government’s role to protect the environment in the postwar period increased during this period due to research on the effects of pesticides, pollution and waste disposal, and concerns about conservation and global warming. Demands from environmentalists led to the creation of the Environmental Protection Agency.

The government’s role on social welfare issues attracted intense debates, particularly relating to poverty, unemployment and national health insurance.

The controversies surrounding the federal government’s role in protecting the country recurred during times of perceived threats. Fears concerning communist infiltration of the government during the 1940s and 1950s, and anti-war protests during the Vietnam Era, led to debates over national security.

### Instructional Strategies
Have students examine the perspectives of the conservative and liberal positions on the role of the government in the economy that are provided in the What Role Should the Government Play in the Economy? activity found on the EcEd Web. Have them identify presidential policies that adhered to these views and evaluate their outcomes.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
Earth Day 40th Anniversary Curriculum Unit
http://files.earthday.net/earthdaycurriculum/modernenvironmental.php
This Earth Day Network website provides lessons and resources on the history of the environmental movement.

### Connections

### Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

US History – Grade 10

| Theme | This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. |
| Topic | United States and the Post-Cold War World (1991-Present) |
|       | The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons. |
| Content Statement | 32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. |

**Content Elaborations**

The American economy has been impacted by many influences since the early 1990s. Global communication has rapidly increased use of technologies such as the personal computer, Internet and mobile phone.

Business organizations that operate internationally with production facilities in more than one country have grown exponentially. For example, an American automobile might have parts imported from several countries and be assembled in yet another country.

Overseas competition has challenged American producers and local communities. The U.S. trade deficit has increased with the value of goods and services imported exceeding those that are exported. This has led to a decrease in manufacturing jobs and closing of plants. It also has contributed to a shift toward service industries and a growth in lower-paying jobs in fast food and sales.

**Expectations for Learning**

Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.

**Instructional Strategies**

Have students look around their homes and write down the locations where items were made. Have them compare their results with the rest of the class and discuss how overseas competition and the shift from manufacturing to service industries have impacted the American economy.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

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Ohio’s New Learning Standards: K12 Social Studies
US History – Grade 10

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<td>The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.</td>
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<td>Content Elaborations</td>
<td>33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</td>
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<td>The post-Cold War period and the attacks on September 11, 2001, presented new challenges for the United States, including:</td>
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<td>• Instability produced by the demise of balance-of-power politics;</td>
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<td>• Changing role of the United States in global politics (e.g., preemptive wars);</td>
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<td>• Issues surrounding the control of nuclear weapons;</td>
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<td>• Broadening of terrorism; and</td>
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<td>• Dynamic of balancing national security with civil liberties.</td>
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<td>Economic challenges for the country included operating within a globalized economy. The country witnessed the change from the prosperity of the 1990s to the recession that began in 2007. Reductions in defense spending due to the end of the Cold War led to the loss of millions of U.S. jobs in defense plants.</td>
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<tr>
<td>The attacks on Sept. 11, 2001, presented national security challenges for the country. Debates over two wars (i.e., Iraq and Afghanistan) that were launched in response to the September 11 attacks, the passage of the USA PATRIOT Act and the detention and torture of enemy combatants divided the country.</td>
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<tr>
<td>Expectations for Learning</td>
<td>Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on Sept. 11, 2001.</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Have students interview adults about the terrorist attacks of September 11, 2001, and how those events presented new political, national security and economic challenges to the United States. Students will then present their findings to the class.</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>Invite veterans of recent foreign wars to speak to classes about their experiences and challenges of serving in the U.S. military. Have the veterans discuss the role of the armed forces in providing for national security and advancing U.S. interests in the world.</td>
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Grades 10, 11, 12
High School
Current Events
Topic: The Media, News and Bias

Content Statements:
1. Media takes many forms.
2. "News" is hard to define and its definition is in the eye of the beholder.
3. Media is a business.
4. Each story in the media should raise questions in the mind of the media consumer.
5. Being informed on current events is an everyday task, requiring effort.
6. Enable students to acquire and develop knowledge and understanding based on concepts, generalizations, facts, and vocabulary derived from the social sciences.
7. Bias is involved in every aspect of the news.
8. Enable Student to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences.
9. Enable students to reflect on our democratic society’s historical values and encourage individuals to clarify civic beliefs.
10. The media influences our opinions and helps to shape society.
11. A free press is the cornerstone of the democratic process.
12. The media has evolved over time.
13. Media impacts opinion.
14. The form of media used to transmit information impacts not only the type of information conveyed, but also the emotion of the recipient of that information.
15. Each form of media has its own weaknesses, strengths, and biases.

Content Elaborations:
- Define media
- Know the different types of media
- Understand the scope of a particular news presentation
- Understand propaganda and bias in the media
- Understand how news management effects news presentations
- Examine current global issues: Political, economic, social, et al.
- Know the people involved
- Understand that news coverage must be evaluated for reliability and validity
- Identify the locations of current events
- Develop written and or oral and/or multimedia response to specific topic or questions
- Locate sources of information on current events

Common Core Literacy Standards for Social Studies Grades 6 – 12:

All Standards listed in all Strands, all strands that contain only specific reading and writing standards for each will be in bold-italics. The first part of the standards applies to all COS Strands.

College and Career readiness anchor Standards for reading
The grades 6–12 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.
Lancaster City Schools
Social Studies Course of Study
Current Events – Grades 10, 11, 12

- Assess and evaluate controversial issues
- Evaluate a source for its reliability and validity
- Evaluate current events for their historical societal impact
- Formulate opinions based on supporting evidence
- Compare and contrast different viewpoints on a specific event or issue
- Recognize the interrelationships inherent in current events.

Student discussion and evaluation of news items brought to class each day by the students themselves focusing on various issues addressing the essential questions and enduring understandings both directly and indirectly.

Student definition of news and the probing of the strengths and weaknesses of that definition.

Analysis of a news story to determine weaknesses and strengths of story.

Discussion of news story/presentation to class.

Research of various facts as they arise in class discussions.

Writing of news journal both to answer questions posed as assignments in class and to record news stories chosen by each student.

History of Media in the United States:
- colonial times and political beginnings
- penny press
- competition
- technology: TV, internet, impact (incredible shrinking sound bite example)
- regulation: FCC

Essential Questions
- What makes an event important?
- How can I identify the main ideas in journalistic story?
- What makes a convincing argument in a debate?
- How do local, state, national, and international current events relate to the work I do in school?

that all students must demonstrate.

Key Ideas and details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; 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 as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order 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.
Lancaster City Schools
Social Studies Course of Study
Current Events – Grades 10, 11, 12

- How do local, state, national, and international current events affect my life?
- How can I effectively communicate my ideas to others through speaking?
- What is news?
- What types of media are there?
- Why do certain stories get covered and others don't?
- What impact does media's standing as a business have on how it is presented?
- Why did the media cover the story this way?
- What did they not cover that I would like to know?
- What makes news?
- What is the job of the media?
- What is our influence on the media?
- How has technology changed the media?
- What is the most effective form of media?
- What are the relative strengths and weaknesses of each form of media?
- How does the form of media impact the information conveyed and the way that the recipient views information?
- How does a person form their opinion and what role does media play in the formation of that opinion?

College and Career readiness anchor Standards for Writing
The grades 6–12 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.

**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.

Content Specific Reading Standards:

1. *Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.*

2. *Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.*

3. *Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. *Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.*

7. *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.*

8. *Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.*

9. *Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*
Content Specific Writing Standards:

Write arguments focused on discipline-specific content.

1. *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.*

2. *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.*

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. *Provide a concluding statement or section that follows from or supports the argument presented.*

6. *2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.*

7. *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.*

8. *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.*
Lancaster City Schools  
Social Studies Course of Study  
Current Events – Grades 10, 11, 12

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<td>9.</td>
<td>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.</td>
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<tr>
<td>10.</td>
<td>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.</td>
</tr>
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<td>11.</td>
<td>e. 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).</td>
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<tr>
<td>12.</td>
<td>3. (See note; not applicable as a separate requirement)</td>
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<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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### Lancaster City Schools
Social Studies Course of Study
Current Events – Grades 10, 11, 12

#### Topic: People in the News

##### Content Statements:
1. Different people make different types of news.
2. Enable students to participate in activities in society as individuals and as members of groups.

##### Content Elaborations:
- Use of information to make informed choices
- Participate in current event simulation activities
- Current people in the news
- Current issues
- Know the people involved in current events

Analyze how issues may be viewed differently by various cultural groups.

Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

Explain the role of diverse cultural institutions in shaping American society.

Explain patterns of historical continuity and change by challenging arguments of historical inevitability.

Use historical interpretations to explain current issues.

##### Essential Questions
- Who makes news?
- Why do they make the news?
- Who gives the individuals and groups access to news?
- What makes a person news worthy?
- Individual bias and potential goal.
- Money trail of individuals.
- Where is the money going and why?
- What is the Bibliography of the individual or group?

##### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.
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### Lancaster City Schools
Social Studies Course of Study
Current Events – Grades 10, 11, 12

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<tr>
<th>Topic: Topics and Controversial Issues</th>
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<tr>
<td><strong>Content Statements:</strong></td>
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<tr>
<td>1. Understanding of current topics</td>
</tr>
<tr>
<td>2. The context of a news story impacts our perceptions.</td>
</tr>
<tr>
<td>3. News covers a variety of interest.</td>
</tr>
<tr>
<td>4. The media has biases.</td>
</tr>
<tr>
<td>5. Political cartoons are a form of satire.</td>
</tr>
<tr>
<td>6. Powerful messages can be communicated through illustrations.</td>
</tr>
<tr>
<td>7. Understanding of a current topic.</td>
</tr>
<tr>
<td>8. Understanding different views on topics.</td>
</tr>
<tr>
<td>9. Difference of “understand” versus “Belief”.</td>
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<th>Content Elaborations:</th>
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<td>• Assess and evaluate controversial Issues</td>
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<tr>
<td>• Compare and contrast different viewpoints on a specific event or issue.</td>
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<th>Essential Questions</th>
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<td>• Why do some things make news while others do not?</td>
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<td>• What is the purpose communicating about a particular story?</td>
</tr>
<tr>
<td>• What are the facts? What are opinions?</td>
</tr>
<tr>
<td>• What impact does this news story have on our society?</td>
</tr>
<tr>
<td>• What is bias?</td>
</tr>
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<td>• What techniques do cartoonists use to convey their message?</td>
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<td>• What place do political cartoons have in political dialog?</td>
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<td>• What impact do political cartoons have on our culture?</td>
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<td>• Why is this story important?</td>
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<td>• How has the media presented this topic?</td>
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Write arguments focused on discipline-specific content.

1. **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.**

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## Lancaster City Schools
### Social Studies Course of Study
#### Current Events – Grades 10, 11, 12

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<td><strong>Content Statements:</strong></td>
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<td>To understand how and why geography affects issues in world events.</td>
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<td>How geography affects social issues: poverty and climate issues.</td>
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<td>Location of State and Financial status effects purpose.</td>
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<td>Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</td>
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<td>Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</td>
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<td>Use appropriate data sources and geographic tools to analyze and evaluate public policies.</td>
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<td>• Understand major concepts in human geography including place, space, scale, landscape, etc.</td>
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<td>• Understand the geography of population, the environment, culture, identity, the economy, politics, agriculture, and of cities.</td>
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<td>• Understand that human landscapes are not simply an inevitable product of nature but are planned, constructed, and contested by identifiable people working within historically and geographically specific social, cultural, political, and economic situations.</td>
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<td>• Be able to interpret everyday landscapes and understand some of the spatial processes that help to structure them.</td>
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<td>• Be able to participate knowledgeably in discussions with other people about world events and about the importance of geography for these events.</td>
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- Be able to identify what is geographical about a given issue discussed in the media.
- Be able to integrate knowledge about population, the environment, culture, economics, politics, and agriculture to understand specific places or types of places (cities for example).
- Develop a greater awareness of how their lives are interrelated with the lives of people in other places.
- Develop an improved appreciation for the places and landscapes encountered in everyday life.
- Understand the relevance of geography to their chosen vocation in life and understand the vocational opportunities available for those who study geography.
- Be able to state a position on an issue in writing or orally and effectively support it with evidence.
- Develop strategies for studying and good study habits that will benefit them throughout the rest of their college career.
- Be able to read and critically interpret a wider range of writing on current events and world affairs than when they started the class.
- Describe the geographic patterns to the earth’s physical environment, including global patterns of climate, ecosystems, soils, and landforms. Since this is a geography course, place and spatial pattern are very important.
- Explain basic environmental processes operating in the atmosphere, biosphere, hydrosphere and lithosphere that produce geographic patterns.
- Give examples of connections between the atmosphere, biosphere, hydrosphere and lithosphere. Everything is connected; there are no true “sound bites” when it comes to the environment.
- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Content Specific Writing Standards:**

Write arguments focused on discipline-specific content.

1. 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.
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| 8. | 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. |
| 9. | 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. |
| 10. | 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. |
| 11. | 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). |

- Apply some of the technical skills required for the study of geography and the environment. Technical skills include reading, interpreting, and creating maps; reading and interpreting air photos; reading, interpreting, and creating graphs and charts; collecting and interpreting data; and math.
- Use the skills and knowledge gained throughout the course to predict the characteristics of different places and to solve problems or analyze situations related to physical geographic processes. It is not enough to know something; you also need to know when and how to use that information. You need to be able to apply what you know.
**Lancaster City Schools**  
Social Studies Course of Study  
Current Events – Grades 10, 11, 12

**Topic: Economics in Current Events**

**Content Statements:**

To understand the role of world governments as they relate to current economic issues.
World Trade Organization
“G” summits.
Current and future status of US economic system in a global system.
Stock Market function and effect on US and World economies.
United Nations role in current world economic issues.

**Content Elaborations:**

- Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.
- Identify factors which inhibit or spur economic growth and cause expansions or recessions.
- Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.
- Analyze the role of fiscal and regulatory policies in a mixed economy.
- Explain the use of a budget in making personal economic decisions and planning for the future.
- Explain how scarcity influences producers and consumers to make choices.
- Compare examples of tradeoffs and opportunity costs of economic choices.
- Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.
- Explain the impact of investment on human, capital, productive, and natural resources.
- Compare and contrast how different economic systems address key economic factors.
- Function of the WTO and G organizations. Discussion of different views on their success and fairness.
- Describe the role of money in trading, borrowing, and investing. Role of United Nations and its programs on world economics and poverty.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

**Content Specific Reading Standards:**

1. *Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.*
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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7. *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.*
- Describe the impact of government regulation on specific economic activities.
- Explain the impact of the movement of human and capital resources on the United States economy.
- Assess how current events impact decisions made by consumers, producers, and government policy makers.
- Explain the impact of the movement of human and capital resources on the United States economy.
- Investigate the ways that domestic and international economies are interdependent.
- Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.
- Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.
- Participate in economic simulations: The stock Market Game et al.

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.

Content Specific Writing Standards:

Write arguments focused on discipline-specific content.
1. 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.
2. 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.
3. 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.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from or supports the argument presented.
6. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
7. 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.
8. 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.
9. 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.
10. 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.

11. e. 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).

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

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 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.

15. 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.

16. 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.

17. 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.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
**Lancaster City Schools**  
Social Studies Course of Study  
Current Events – Grades 10, 11, 12

### Topic: The Six Strands of LHS Social Studies Program

**Content Statements:**

Current events provide a context for the six strands of the social studies program: American Heritage, People in Societies, World Interactions, Democratic Processes, Citizenship Rights and Responsibilities. Current events are studied within the realm of world issues. The modern era provides excellent opportunities for learners to investigate the backgrounds for today’s issues. Special consideration to all state standards grades 11-12.

- Group events to explain patterns, continuity, and change in the historical succession of related events.
- Incorporate multiple causation into analyses and explanations of events.
- Identify significant developments and gauge their impact on subsequent events.
- Draw connections between ideas, interest, beliefs, and ideologies and their influence on the individual and group actions.
- Trace and compare the development of cultures in today’s world: art, literature, music, customs, traditions, social developments, philosophical and religious ideas, environment, science and technology.
- Describe current changing economic, political, and social situations.
- Compare current social, political and economic status of human kind throughout the world.
- Make generalizations about global climate patterns as effected by world events.
- Describe ways in which natural process and human activities contribute to global environmental problems.
- Examine transportation and communication systems and their impact on the diffusion of people, ideas, products, and current events.
- Examine reasons why people engage in war against each other.
- Terrorism
- Peace
- Analyze the economic factors influencing current events
- Economic development

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

**Content Specific Reading Standards:**

1. **Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.**
2. **Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.**
3. **Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.**
4. **Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**
5. **Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.**
6. **Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.**
7. **Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.**
Lancaster City Schools  
Social Studies Course of Study  
Current Events – Grades 10, 11, 12

- 1st 2nd and 3rd world development.  
- Modern governments  
- US Constitution  
- Judicial Review on current topics  
- Political Parties and elections at all levels of US governments.  
- Worldwide elections  
- Compare opportunities for citizenship participation in various societies today.  
- Identify sources of propaganda, describe the most common techniques, and explain how propaganda is used to influence behavior.  
- Monitor public policy  
- Explain why it is important for citizens to participate in the public policy process.  
- Global citizenry.

Overall Learning Outcomes:

1. Distinguish the constitutional relationship among the several levels of government.  
2. Understand that lawmaking is influenced through formal and informal processes.  
3. Understand the roles of political parties.  
4. Know the purposes of and qualifications for elections.  
5. Identify factors, which have contributed cultural pluralism, including historical, racial, ethnic, religious, and linguistic backgrounds of this and others nation’s people.  
6. Understand that the evolution of democratic principles (e.g. civil rights) can occur through civil disobedience.  
7. Identify the legal responsibilities of citizenship.  
8. Understand principles of traditional, market, and command economies.  
10. Read maps, charts, or graphs to draw conclusions regarding current events

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.

Content Specific Writing Standards:

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.
11. Understand world geography both human and physical.
13. Recognize that local and national issues can be related to those confronting the global society.
14. Recognize that a nation’s foreign policy may have a worldwide impact.
15. Understand that geographic locations affect the political and economic systems of the world.
16. To use and master the ever changing face of technology.

9. 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.
10. 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.
11. e. 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).
12. 3. (See note; not applicable as a separate requirement)
13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
14. 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.
15. 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.
16. 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.
17. 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.
18. 9. Draw evidence from informational texts to support analysis, reflection, and research.
19. 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.
Lancaster City Schools
Social Studies Course of Study

Grades 10, 11, 12
High School
Psychology
**Lancaster City Schools**  
Social Studies Course of Study  
Psychology – Grades 10, 11, 12

<table>
<thead>
<tr>
<th>Topic: Introduction to psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Statements:</strong></td>
</tr>
<tr>
<td>1. Why study psychology</td>
</tr>
<tr>
<td>2. What psychologists do</td>
</tr>
<tr>
<td>3. A history of psychology</td>
</tr>
<tr>
<td>4. Contemporary perspectives of psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Content Elaborations:</strong></th>
<th><strong>Common Core Literacy Standards for Social Studies Grades 6 – 12:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Describe behavior and mental processes</td>
<td>Provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>1.2 Understand the goals of psychology, including explaining behavior, predicting and controlling behavior and psychological theories</td>
<td>Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>2.1 Identify and elaborate upon the different major fields in psychology, including: clinical, counseling, developmental and personality</td>
<td>Draw evidence from literary or informational texts to support analysis and reflection</td>
</tr>
<tr>
<td>3.1 Describe early views and beliefs of psychology, including Ancient Greece and the Middle Ages</td>
<td>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.</td>
</tr>
<tr>
<td>3.2 Identify and explain the pioneers in psychology and their main contributions to the field, including: Wilhelm Wundt and Structuralism, William James and Functionalism, Sigmund Freud and Psychoanalysis, John B. Watson and Behaviorism, B. F. Skinner and Reinforcement and the Gestalt School of psychology.</td>
<td></td>
</tr>
<tr>
<td>4.1 Identify and explain the contemporary perspectives of psychology, including the biological, cognitive and humanistic perspectives</td>
<td></td>
</tr>
</tbody>
</table>
## Lancaster City Schools
Social Studies Course of Study
Psychology – Grades 10, 11, 12

**Topic: Biology and Behavior**

<table>
<thead>
<tr>
<th>Content Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Nervous System</td>
</tr>
<tr>
<td>2. The Brain</td>
</tr>
<tr>
<td>3. The Endocrine System</td>
</tr>
<tr>
<td>4. Heredity and Genetics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify the parts of a neuron and understand how they function</td>
</tr>
<tr>
<td>1.2 Identify the parts of the central and peripheral nervous system and understand how they function</td>
</tr>
<tr>
<td>1.3 Explain the function of a neurotransmitter</td>
</tr>
<tr>
<td>2.1 Describe early beliefs about the brain and how it worked</td>
</tr>
<tr>
<td>2.2 Identify the parts of the brain and understand how they function</td>
</tr>
<tr>
<td>2.3 Be familiar with the different methods used to study the brain</td>
</tr>
<tr>
<td>3.1 Describe the different parts of the endocrine system and explain the function and purpose of those parts</td>
</tr>
<tr>
<td>4.1 Analyze how heredity, genes and chromosomes make up genetics</td>
</tr>
<tr>
<td>4.2 Distinguish the differences between nature and nurture</td>
</tr>
</tbody>
</table>

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text.
- Provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis and reflection.
- 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.
## Topic: Consciousness

### Content Statements:

1. What is Consciousness
2. Sleep and dreams
3. Altered States and consciousness
4. Drugs and consciousness

### Content Elaborations:

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Distinguish between the different levels of consciousness</td>
<td>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.</td>
</tr>
<tr>
<td>2.1 Describe the sleep cycle</td>
<td>Provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>2.2 Analyze the importance of sleep and dreams</td>
<td>Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>2.3 Identify various sleep problems</td>
<td>Draw evidence from literary or informational texts to support analysis and reflection</td>
</tr>
<tr>
<td>3.1 Summarize the different altered states of consciousness</td>
<td>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.</td>
</tr>
<tr>
<td>4.1 Examine the roles that depressants, stimulants and hallucinogens play on consciousness</td>
<td></td>
</tr>
<tr>
<td>4.2 Summarize the different methods of drug abuse treatment</td>
<td></td>
</tr>
</tbody>
</table>
## Topic: Learning

### Content Statements:
1. Classical Conditioning
2. Operant Conditioning and Reinforcement
3. Cognitive Factors in learning

### Content Elaborations:
1.1 Summarize the principles of Classical Conditioning
1.2 Explain the role that Ivan Pavlov played in Classical Conditioning
1.3 Understand the applications of Classical Conditioning
2.1 Summarize the principles of Operant Conditioning
2.2 Recognize the different types of Reinforcers that can be used
2.3 Explain the role that B. F. Skinner played in Reinforcement
3.1 Analyze Latent and Observational Learning
3.2 Understand Behavior Modification

### Common Core Literacy Standards for Social Studies Grades 6 – 12:
- Provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis and reflection.
- 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.
## Topic: Memory

### Content Statements:

1. Memory classifications and processes
2. Three Stages of Memory
3. Forgetting and Memory improvement

### Content Elaborations:

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Distinguish the difference between Episodic, Semantic and Implicit memory</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research</td>
</tr>
<tr>
<td>1.2 Summarize Encoding, Storage and Retrieval of memory</td>
<td>Provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>2.1 State the three Stages of Memory as well as analyze what each of them details</td>
<td>Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>3.1 Describe what forgetting is and explain the different types of forgetting</td>
<td>Draw evidence from literary or informational texts to support analysis and reflection</td>
</tr>
<tr>
<td>3.2 Evaluate the different memory tasks and ways that memory can be improved</td>
<td>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.</td>
</tr>
<tr>
<td>Topic: Infancy and Childhood</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Content Statements:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>2. Physical Development</td>
<td></td>
</tr>
<tr>
<td>3. Social Development</td>
<td></td>
</tr>
<tr>
<td>4. Cognitive Development</td>
<td></td>
</tr>
<tr>
<td><strong>Content Elaborations:</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Explain the reasons for the study of development</td>
<td></td>
</tr>
<tr>
<td>1.2 Examine the influence of heredity and the environment upon development</td>
<td></td>
</tr>
<tr>
<td>1.3 Compare and contrast Stages versus Continuity development</td>
<td></td>
</tr>
<tr>
<td>2.1 Explain physical growth and reflexes</td>
<td></td>
</tr>
<tr>
<td>2.2 Explain Motor Development and Perceptual Development</td>
<td></td>
</tr>
<tr>
<td>3.1 Summarize Attachment in social development, including contact comfort and imprinting</td>
<td></td>
</tr>
<tr>
<td>3.2 Compare and contrast Secure and Insecure Attachment</td>
<td></td>
</tr>
<tr>
<td>3.3 Examine the causes of child abuse and neglect</td>
<td></td>
</tr>
<tr>
<td>4.1 Summarize Piaget’s Theory of Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>4.2 Explain the Sensorimotor, Preoperational, Concrete-Operational and Formal-Operational stages</td>
<td></td>
</tr>
<tr>
<td>4.3 Summarize Kohlberg’s Theory of Moral Development and different stages within</td>
<td></td>
</tr>
</tbody>
</table>

Common Core Literacy Standards for Social Studies Grades 6 – 12:

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s).
- 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.
- Provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis and reflection.
- 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.
## Topic: Adolescence

### Content Statements:

1. Physical Development
2. Social Development
3. Identity Formation
4. Challenges of Adolescence

### Content Elaborations:

1.1 Analyze the physical changes from childhood to adulthood
2.1 Examine the relationship between adolescents and parents
2.2 Examine the relationship between adolescents and peers
1.1 Explain Identity Development
1.2 Explain Identity Status
1.3 Evaluate the effect of gender and ethnicity upon identity formation
4.1 Identify and understand challenges of adolescence, including eating disorders, substance abuse and crime

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

- 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.
- Provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis and reflection
- 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.
### Lancaster City Schools
Social Studies Course of Study
Psychology – Grades 10, 11, 12

<table>
<thead>
<tr>
<th>Topic: Adulthood</th>
</tr>
</thead>
</table>

#### Content Statements:
1. Young Adulthood
2. Middle Adulthood
3. Late Adulthood
4. Death and Dying

#### Content Elaborations:

<table>
<thead>
<tr>
<th>1.1 Identify characteristics and goals of Young Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Explain why marriage and relationships are important parts of Young Adulthood</td>
</tr>
<tr>
<td>1.3 Describe how divorce affects parents and children</td>
</tr>
<tr>
<td>2.1 Identify the changes brought on by Middle Adulthood</td>
</tr>
<tr>
<td>3.1 Describe the physical, cognitive and social changes brought on by Late Adulthood</td>
</tr>
<tr>
<td>3.2 Examine different methods of successful aging</td>
</tr>
<tr>
<td>4.1 Identify and explain the Stages of Dying</td>
</tr>
<tr>
<td>4.2 Examine the different methods of dying with dignity and dealing with death</td>
</tr>
</tbody>
</table>

Common Core Literacy Standards for Social Studies Grades 6 – 12:

- Provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis and reflection.
- 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.
### Content Statements:

1. Understanding Stress  
2. Responses to and Effects of Stress  
3. Psychological Factors and Health  
4. Coping with Stress

### Content Elaborations:

| 1.1 | Identify the different kinds of stress  
| 1.2 | Identify the different sources of stress  
| 1.3 | Describe the different types of conflict and personality types  
| 2.1 | Recognize the different responses to stress  
| 2.2 | Explain the effects of Stress on the immune system  
| 3.1 | Describe the biological and psychological factors that affect health  
| 4.1 | Summarize the effective and ineffective ways of coping with Stress  

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

- 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.
- Provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis and reflection.
- 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.
### Topic: Psychological Disorders

#### Content Statements:

1. Understanding Psychological Disorders
2. Anxiety and Mood Disorders
3. Dissociative and Somatoform Disorders
4. Schizophrenia
5. Personality Disorders

#### Content Elaborations:

<table>
<thead>
<tr>
<th>Content Elaboration</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify Psychological Disorders</td>
<td>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.</td>
</tr>
<tr>
<td>1.2 Classify Psychological Disorders</td>
<td>Provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>2.1 Explain Anxiety</td>
<td>Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>2.2 Identify and explain the types of Anxiety Disorders</td>
<td>Draw evidence from literary or informational texts to support analysis and reflection.</td>
</tr>
<tr>
<td>2.3 Identify and explain the types of Mood Disorders</td>
<td>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.</td>
</tr>
<tr>
<td>3.1 Identify and explain Dissociative Disorders</td>
<td></td>
</tr>
<tr>
<td>3.2 Identify and explain Somatoform Disorders</td>
<td></td>
</tr>
<tr>
<td>4.1 Analyze what Schizophrenia is</td>
<td></td>
</tr>
<tr>
<td>4.2 Identify and explain the different types of Schizophrenia</td>
<td></td>
</tr>
<tr>
<td>5.1 Describe Personality Disorders</td>
<td></td>
</tr>
<tr>
<td>5.2 Identify and explain the different types of Personality Disorders</td>
<td></td>
</tr>
</tbody>
</table>
Grades 10, 11, 12
High School Sociology
### Topic: What is Sociology

**Content Statements:**
1. Examining Social Life
2. The Development of Sociology
3. Modern Perspectives
4. Conducting Sociological Research

**Content Elaborations:**
1.1 Explain what sociology is and compare it to other Social Sciences
1.2 Theorize what it is like to think like a sociologist
2.1 Reflect upon the development of Sociology
2.2 Summarize the sociological importance of early scholars such as Harriet Martineau, Herbert Spencer and Karl Marx
2.3 Summarize the sociological importance of later scholars such as Emile Durkheim, Jane Addams and W. E. B. Du Bois
3.1 Describe the major Theoretical Perspectives of Sociology, including Functionalist Perspective and Conflict Perspective
4.1 Discuss the sociological research process

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

Provide an accurate summary that makes clear the relationships among the key details and ideas.

Determine the meaning of words and phrases as they are used in a text.

Draw evidence from literary or informational texts to support analysis and reflection.

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.

### Topic: Cultural Diversity and Conformity

**Content Statements:**
1. The Meaning of Culture
2. Cultural Variations
3. The American Value System

**Content Elaborations:**
1.1 Reflect upon the meaning of culture
1.2 Examine the components of culture, including technology, language, symbols and values
1.3 Compare and contrast Norms, Folkways and Mores
2.1 Recognize cultural universals
2.2 Identify cultural variations and responses to those variations
2.3 Describe cultural change
3.1 List and explain the traditional American values
3.2 Reflect upon changing American values

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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# Sociology – Grades 10, 11, 12

## Topic: Social Structure

### Content Statements:

1. **Building Blocks of Social Structure**
2. **Types of Social Interaction**
3. **Types of Societies**
4. **Groups Within Society**

### Content Elaborations:

1.1 Define what Status is, including Ascribed, Achieved and Master Status
1.2 Define what Role is, including role conflict, role strain and role exit
1.3 Identify what social institutions are
2.1 Identify and analyze the types of social Interaction, including exchange, competition and conflict, cooperation and accommodation
3.1 Compare and contrast the different types of societies, including Hunter-Gatherer, Pastoral, Horticultural, Agricultural, Industrial and Post-Industrial
4.1 Define groups and identify several different types
4.2 Explain the functions of a group

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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.

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## Topic: Social Control and Deviance

### Content Statements:

1. **Social Control**
2. **Deviance**
3. **Crime**

### Content Elaborations:

1.1 Explain the internalization of Norms
1.2 Identify what sanctions are, both formal and informal
1.3 Examine social control
2.1 Explain how sociologists identify the nature of deviance
2.2 List and examine the social functions of deviance
2.3 Explain deviance and the different perspectives of it, including Functionalist, Conflict and Interactionist
3.1 Describe what crimes are and list who commits them
3.2 List and explain the different types of crime
3.3 Examine the characteristics of the criminal justice system

### 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.

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Provide an accurate summary that makes clear the relationships among the key details and ideas.

Determine the meaning of words and phrases as they are used in a text.

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**Topic: Social Stratification**

**Content Statements:**
1. Systems of Stratification
2. The American Class System
3. Poverty

**Content Elaborations:**
1. Recognize the different types of stratification systems, including Caste and Class Systems
2. Explain the dimensions of social stratification, including wealth, power and prestige
3. Explain stratification
4. Determine how social class is figured
5. Compare and contrast the different social classes in the United States
6. Reflect upon social mobility
7. Define poverty in the United States
8. Identify variations in poverty
9. Reflect upon the effects of poverty
10. Summarize governmental responses to poverty

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**
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**Topic: Racial and Ethnic Relations**

**Content Statements:**
1. Race, Ethnicity and the Social Structure
2. Patterns of Intergroup Relations
3. Minority Groups in the United States

**Content Elaborations:**
1. Articulate and understand the differences between Race and Ethnicity
2. List and describe the minority groups in the United States
3. Compare and contrast minority and dominant groups
4. Distinguish what discrimination and prejudice are
5. Identify sources of discrimination and prejudice
6. Analyze patterns of minority group treatment, including assimilation, segregation, subjugation, population transfer and genocide
7. Explain the American Dilemma
8. Describe minority group treatment in America as it relates to African Americans, Native Americans, Hispanic Americans, Asian Americans and other minorities

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**
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### Topic: Gender, Age and Health

**Content Statements:**
1. Gender
2. Age and Disability
3. Health

**Content Elaborations:**
1.1 Explain the influence of gender roles upon identity
1.2 Examine gender inequality in the United States
2.1 Define ageism
2.2 Reflect upon the aging world
2.3 Identify issues that Americans with disabilities face
3.1 Identify the main concerns regarding health care in America
3.2 List health care issues faced today

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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### Topic: Family

**Content Statements:**
1. Family Systems and Functions
2. Families in the United States
3. Recent Trends in Marriage and Families

**Content Elaborations:**
1.1 Identify the three major family systems
1.2 Compare and contrast marriage and kinship patterns in different societies
1.3 Explain the functions of the family
2.1 Analyze how courtship and marriage have changed over time
2.2 Evaluate causes of family violence
2.3 Examine the causes and costs of divorce
3.1 Identify reasons as to why marriage and childbirth have been delayed
3.2 Describe one-parent marriages
3.3 Evaluate the consequences of remarriage

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### Lancaster City Schools
Social Studies Course of Study
Sociology – Grades 10, 11, 12

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<td><strong>Content Statements:</strong></td>
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<td>1. The Economic Institution</td>
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<td>2. The United States Economy</td>
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<td>3. The Political Institution</td>
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<td>1.1 Describe how economic basics affect society</td>
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<td>1.2 Identify the three sectors that all economic systems have</td>
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<td>1.3 Compare and contrast the two main economic models, capitalism and socialism</td>
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<td>2.1 Reflect upon recent developments that have transformed the American economic system</td>
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<td>3.1 Explain how sociology views politics</td>
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<td>3.2 Analyze what gives legitimacy to a person or group in power</td>
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<td>3.3 Compare and contrast Democratic systems of government with Authoritarian systems</td>
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<td>4.1 Describe how political parties influence the political system</td>
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<td>4.2 Examine who it is that rules the American political system</td>
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<td>4.3 Theorize how political socialization occurs</td>
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<td>1. The Sociology of Education</td>
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<td>2. Issues in American Education</td>
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<td>3. The Sociology of Religion</td>
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<td>4. Religion in American Society</td>
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<td><strong>Content Elaborations:</strong></td>
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<tr>
<td>1.1 Summarize how society defines education</td>
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<td>1.2 Describe how sociologists view education through the Functionalist and Conflict Perspectives</td>
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<td>2.1 Evaluate the effort of school reform</td>
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<td>2.2 Compare and contrast alternatives to public schools</td>
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<td>2.3 Identify ways that schools try to prevent violence</td>
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<td>3.1 Explain how sociologists define religion</td>
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<td>3.2 Identify and explain the functions of religion</td>
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<td>3.3 Analyze the nature of religion, including rituals and symbols, belief systems and organizational structures</td>
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<td>4.1 Identify the main religions in the United States</td>
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<td>4.2 Describe religious participation in the United States</td>
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# Population and Urbanization

## Content Statements:

1. **Population Change**
2. **Urban Life**
3. **Urban Ecology**

## Content Elaborations:

| 1.1 Summarize how demographers study world population change |
| 1.2 Evaluate the different theories on population control |
| 1.3 Identify reasons as to why some countries might want to control population |
| 2.1 Describe how cities evolved |
| 2.2 List the challenges that face cities today |
| 3.1 Compare and contrast different models of city structure |
| 3.2 Analyze the different theories that explain city life |

## Common Core Literacy Standards for Social Studies Grades 6 – 12:

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Grades 10, 11, 12
High School
Practical Law
### Strand: American and Modern World History

#### Topic:
- Basic Principles of the U.S. Constitution: Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. (09-12)
- Ohio State and Local Governments: The State of Ohio acts within the framework of the U.S. and State of Ohio Constitutions and extends powers and functions to local governments. (09-12)
- The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process. (09-12)

#### Content Statements:
An Introduction to the Law and the Legal System provide students with a foundation of basic questions of the law and the organization of the legal system.

#### Content Elaborations Unit One:
Sets the stage for the study of law and the legal system, including the study of the US and Ohio Constitutions, role of citizens in influencing the formation of laws and the structure of the court system.

**Key Questions:**
- What is the law?
- How are laws made?
- What role can you play in influencing lawmakers?
- How is our legal system organized?
- How can you find and get help from a lawyer?

#### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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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 their respective actions.
7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.
8. Assess to the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Lancaster City Schools  
Social Studies Course of Study  
Practical Law – Grades 10, 11, 12

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<td><strong>Topic:</strong> Global Connections, Civic Participation, Civil and Human Rights, Public Policy</td>
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**Content Statements:** Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. The development and use of technology influences economic political, ethical and social issues. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

**Content Elaborations Unit Two:** Criminal law and Juvenile Justice:

Crime is a serious problem in the United States. Unit two examines an overview of crime, criminal law, crimes against the person and property, cyber crime, criminal defenses, the court process, and the juvenile justice system.

**Key Questions:**
- Why do people commit crime?
- How do prosecutors decide how to classify and charge a crime?
- What is cyber crime?
- How is the juvenile system different from the adult criminal system?

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Strand: Government and Contemporary World Issues

**Topic:** Global Connections, Civic Participation, Civil and Human Rights, Public Policy

**Content Statements:** Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues. The development and use of technology influences economic, political, ethical and social issues. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action. There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.

**Content Elaborations Unit Three:**

**Torts**

Most law today that is created by either common or statutory law is civil or tort law. This type of law deals with some of society’s most controversial issues. Most tort law is settled out of court using mediation and negotiation. This unit involves the study of torts, types of intentional torts, negligence, strict liability and function of the tort law system.

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Lancaster City Schools
Social Studies Course of Study
Practical Law – Grades 10, 11, 12

Strand: Government and Contemporary World Issues

**Topic:** Global Connections, Civic Participation, Civil and Human Rights, Public Policy

**Content Statements:** Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.

The development and use of technology influences economic political, ethical and social issues

Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action

Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy

The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal

**Content Elaborations Unit Four:** Consumer and Housing law

Consumer law establishes a variety of rights and responsibilities to make the marketplace fair for both buyers and sellers. This unit will examine contracts, warranties, credit/financial services, laws that protect consumers, insurances, mortgages, leases and landlord disputes.

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Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.

Individuals and organizations play a role within federal, state and local governments in helping to determine public policy.

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**Content Elaborations Unit**

**Four:** Consumer and Housing law

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Lancaster City Schools
Social Studies Course of Study
Practical Law – Grades 10, 11, 12

Strand: Government and Contemporary World Issues  Grade/Course: Practical Law 10-12

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Content Elaborations Unit Five: Family law

The family is the most basic unit of society. It is also the intimate and important of all social groups. Law and government have an effect on individuals and family throughout their lives. Topics covered include legal issues related to marriage, couples, spousal and intimate partner violence, legal implication of parent-child relationships, including child abuse issues, legal issues associated with foster care and adoption, divorce law, and government programs that benefit families.

Common Core Literacy Standards for Social Studies Grades 6 – 12:

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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.

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 their respective actions.

7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.

8. Assess to the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.
## Content Statements: Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. Federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action. Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, and informal practices. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.

### Content Elaborations Unit Six: Individual Rights and Liberties

Topics in this unit can also be very controversial. Reasonable people often disagree about these issues and courts and legislatures sometimes change the law in these areas. The Bill of Rights and our civil rights laws are the hallmarks of the extraordinary freedom that Americans have in the area of social and political rights. Topic covered include the study of Constitutional law, freedom of expression, the establishment and free exercise clause of the 1st amendment, due process, and immigration law.

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of 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.
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.
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 their respective actions.
7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.
8. Assess to the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Grade 11
High School
US Government
Ohio’s New Learning Standards: K12 Social Studies

US Government – **Grade 11**

<table>
<thead>
<tr>
<th>Theme</th>
<th>How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Civic Involvement</td>
</tr>
<tr>
<td></td>
<td>Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.</td>
</tr>
<tr>
<td>Content Statement</td>
<td>1. <strong>Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Civic engagement provides opportunities to apply information literacy, problem-solving skills and communication skills in seeking resolutions for societal problems. Activities related to this instruction can be conducted over the length of the coursework so that students can integrate knowledge gained during the study of other topics.</th>
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<tbody>
<tr>
<td>Expectations for Learning</td>
<td>Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.</td>
</tr>
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<tr>
<th>Instructional Strategies</th>
<th>Diverse Learners</th>
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<tr>
<th>Instructional Resources</th>
<th>Connections</th>
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<tr>
<td>Project Citizen, Ohio Center for Law-Related Education <a href="http://www.oclre.org/ProjectCitizen/default.htm">http://www.oclre.org/ProjectCitizen/default.htm</a></td>
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### Ohio’s New Learning Standards: K12 Social Studies

#### US Government – Grade 11

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</table>
| Topic | Civic Involvement  
Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels. |
| Content Statement | 2. Political parties, interest groups and the media provide opportunities for civic involvement through various means. |

#### Content Elaborations

Political parties consist of organizations whose members hold similar views on public issues. Political parties seek to determine public policy through winning elections and having their members hold public office.

Interest groups consist of organizations whose members hold similar views on public issues. Interest groups seek to influence the making and execution of public policy by engaging in political and public policy processes.

Media are various means of mass communication with different audiences. Political parties and interest groups use media to influence the political and public-policy processes.

#### Expectations for Learning

Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.

#### Instructional Strategies

Have students view political advertisements (print or other media) from groups with different perspectives along the political spectrum and compare the advertisements on the basis of media techniques employed (e.g., card stacking, plain folk, testimonial) and the type of message (e.g., logical argument, ad hominem attack, positive image).

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

#### Instructional Resources

Project Citizen, Ohio Center for Law-Related Education  
http://www.ocire.org/ProjectCitizen/default.htm

#### Connections

### Essential Questions

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| Topic                                                               | Civic Participation and Skills  
Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs. |
| Content Statement                                                   | 3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. |

**Content Elaborations**
- Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source and evaluating the credibility of the sources.
- Public records can include sources such county tax records, a report issued by a state agency or the *Congressional Record*.
- Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals).
- Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students.
- Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues.
- Considerations involved with determining the credibility of sources include:
  - The qualifications/reputation of the writer and/or organization;
  - The circumstances in which the source material was generated;
  - Internal consistency and agreement with other credible sources;
  - Use of supporting evidence and logical conclusions; and
  - Evidence of bias or unstated assumptions.

**Instructional Strategies**
- Have students check for credibility of sources and alert them to instances of limited perspective or bias or when using information from advocacy groups.
- Direct students to collect selections of information and opinion from various sources pertaining to a current issue. Have students work in small groups to determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric (based on the list from content elaborations). Allow each group to select one member to report the group’s finding to the entire class.
- Obtain a recent Gallup Poll and its results on a current issue. Have students take the survey and then compare classroom results to national results. Conduct a debriefing exercise to offer explanations for similarities and disparities in the results.

**Diverse Learners**
- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#).
- Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).
- Extension Activity: Assign each student to collect selections of information and opinion from various sources pertaining to a current issue. Have students determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric (based on the list from content elaborations). Have each student prepare a report summarizing his or her work.

**Instructional Resources**

**Connections**
**Ohio's New Learning Standards: K12 Social Studies**

**US Government – Grade 11**

<table>
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<tr>
<td>Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, policy positions of advocacy groups), explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source.</td>
</tr>
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| Essential Questions |
# Ohio’s New Learning Standards: K12 Social Studies

## US Government – Grade 11

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<tr>
<td>Topic</td>
<td>Civic Participation and Skills Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.</td>
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<tr>
<td>Content Statement</td>
<td>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</td>
</tr>
</tbody>
</table>

### Content Elaborations

- **Persuasion** is a process of inducing others into accepting a point of view by means of reasoning and argumentation.
- **Compromise** is a process of making concessions to settle differences.
- **Consensus building** is a process of working toward achieving general agreement within a group.
- **Negotiation** is a process of settling differences through a discussion of issues.

These processes come into play by varying degrees during activities related to governing.

### Expectations for Learning

Identify a civic issue and explain how persuasion, compromise, consensus building and/or negotiation were used to resolve the opposing positions on the issue.

### Instructional Strategies

Divide students into two groups. Allow the first group to engage in a discussion of how to resolve a contentious issue. Have students in the second group label individual index cards with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the members of the second group serve as observers of the first group’s discussion. As the dynamics of the discussion proceed, have individual members of the second group hold up one of the four index cards containing the word or words representing what process they see taking place in the first group’s discussion at that time.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

**Connections**

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**Essential Questions**
### Ohio’s New Learning Standards: K12 Social Studies

**US Government – Grade 11**

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</table>
| Topic | Basic Principles of the U.S. Constitution  
Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. |
| Content Statement | 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. |

#### Content Elaborations

Basic principles which help define the government of the United States include but are not limited to popular sovereignty, limited government, federalism, separation of powers, and checks and balances.

- **Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed.**

- **The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law.**

- **Federalism is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states.**

- **The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.**

- **Checks and balances constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches.**

These principles were introduced in grade eight.

#### Instructional Strategies

Cite examples from current events that illustrate applications of the basic principles that help define the government of the United States.

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

#### Instructional Resources

**National Constitution Center**  
http://www.constitutioncenter.org/

**Ted Talks**  
The making of the United States’ Constitution.

#### Connections

**Essential Questions**

- Explain in context one of the basic principles which help define the government of the United States.
## Ohio’s New Learning Standards: K12 Social Studies

### US Government – Grade 11

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<td>Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.</td>
<td></td>
</tr>
<tr>
<td>Content Statement</td>
<td>6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</td>
</tr>
</tbody>
</table>

### Content Elaborations

When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.

One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the “necessary and proper” and “supremacy” clauses rendered ineffective any limitations on the powers of the national government.

Federalists can be said to have won the overall debate on the basic principles of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government embraced by the Bill of Rights.

### Expectations for Learning

Cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.

### Instructional Strategies

Have students read excerpts from the Federalist Papers, No. 44, “Restrictions on the Authority of the Several States,” and No. 45, “The Alleged Danger from the Powers of the Union to the State Governments Considered” as well as excerpts from the Anti-Federalist Papers, “A Consolidated Government is Tyranny” and “Federalist Power Will Ultimately Subvert State Authority.” Conduct small-group discussions followed by a large-group discussion on the relative merits of the arguments set forth. Have students consider which side in this debate they support given present-day circumstances.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

The Library of Congress
http://thomas.loc.gov/home/histdox/fedpapers.html
Web access to the Federalist Papers can be found here.

### Connections

**Essential Questions**

How does the principle of “limited government” have applicability in the 21st century?
## Ohio’s New Learning Standards: K12 Social Studies

### US Government – Grade 11

### Theme
*How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.*

### Topic
*Basic Principles of the U.S. Constitution*
Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

### Content Statement
7. *Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.*

### Content Elaborations
The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented and implemented in a variety of ways.

The alternative processes for formally amending the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced and/or made inoperable provisions of the original document and previous amendments.

The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional.

The U.S. Congress, in enacting legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles.

Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution, but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress’ need for information to help draft new legislation.

### Instructional Strategies
Have students review the amendments to the U.S. Constitution and (as applicable) group the amendments based on the five principles which help define the government of the United States (see Content Statement 5).

Engage students in group discussions on how the Supreme Court cases listed in Instructional Resources below relate to the five principles and how the decision in each case impacted the applicable principle.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources
Examples of the framers’ original intentions as well as changes to the meaning and application of the basic principles defining the government of the United States can be found in conjunction with:

- Federalism – *Federalist* No. 45, Amend. 10, *Gibbons v. Ogden* and *McCulloch v. Maryland*, Force Bill (1833), use of federal grants and interstate compacts;
- Separation of powers – *Federalist* No. 47, *Myers v. United States*, *Buckley v. Valeo* and *Immigration and Naturalization Service v. Chadha*, legislative oversight; and
### Ohio’s New Learning Standards: K12 Social Studies

**US Government – Grade 11**

| Expectations for Learning | National Constitution Center  
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and summarize the nature of the change.</td>
<td><a href="http://www.constitutioncenter.org/">http://www.constitutioncenter.org/</a></td>
</tr>
</tbody>
</table>

**Connections**
Instruction related to this content statement can be used to develop understandings related to the basic principles associated with Content Statement 5.

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**Essential Questions**

*How has constitutional government in the United States changed over time?*
**Ohio’s New Learning Standards: K12 Social Studies**

**US Government – Grade 11**

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<td><strong>Basic Principles of the U.S. Constitution</strong>&lt;br&gt;Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.</td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
<td>8. <em>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</em></td>
</tr>
</tbody>
</table>

**Content Elaborations**<br>A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens. The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1 – 9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.

**Expectations for Learning**<br>Relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.

**Instructional Strategies**<br>Have students read excerpts from the Federalist Papers, No. 84, “Certain General and Miscellaneous Objections to the Constitution Considered and Answered,” and the Anti-Federalist Papers, “On the Lack of a Bill of Rights.” Conduct small-group discussions followed by a large-group discussion on the relative merits of the arguments set forth. Have students consider which side in this debate they support given present-day circumstances.

**Diverse Learners**<br>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org). Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

**Instructional Resources**<br>The Library of Congress.<br>[http://thomas.loc.gov/home/histdox/fedpapers.html](http://thomas.loc.gov/home/histdox/fedpapers.html)<br>Web access to the Federalist Papers can be found here.

The Library of Congress.<br>[http://www.loc.gov/teachers/classroommaterials/lessons/bill-of-rights/](http://www.loc.gov/teachers/classroommaterials/lessons/bill-of-rights/)<br>This lesson engages students in analyzing the Bill of Rights as a primary source, developing persuasive arguments, and gaining insight into the process by which the Bill of Rights was developed.


**Connections**

**Essential Questions**<br>How does the principle of “limited government” have applicability in the 21st century?
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

Theme
How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

Topic
Basic Principles of the U.S. Constitution
Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statement
9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.

Content Elaborations
The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to “reconstruct” the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln’s original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson’s Reconstruction plan.

Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction.

The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens’ rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color or previous condition of servitude.

Expectations for Learning
Summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War.

Instructional Strategies
If needed, review the disputes between the presidency and Congress over Reconstruction to establish the context for the role of Amendments 13 through 15 in the efforts to restore former Confederate states to the Union.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources
The United States Senate
http://www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm
Brief overview of the Reconstruction Era amendments.

Connections

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

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Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States. |
| Content Statement | 10. Amendments 16 through 19 responded to calls for reform during the Progressive Era. |

Content Elaborations
The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use and suffrage.

Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.

Expectations for Learning
Summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

Instructional Resources

Connections

Essential Questions
### Theme

**How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Basic Principles of the U.S. Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.</td>
</tr>
</tbody>
</table>

| Content Statement | 11. Four amendments have provided for extensions of suffrage to disenfranchised groups. |

### Content Elaborations

A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people.

Amendment 15 prohibits the denial of suffrage to people because of race, color or previous condition of servitude. Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections. Finally, as a result of many young men being drafted to fight in the Vietnam War, but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.

### Expectations for Learning

Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.

### Instructional Strategies

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

Instruction with this content statement can note previous references to Amendments 15 and 19.

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</table>
### Theme

*How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.*

### Topic

**Basic Principles of the U.S. Constitution**

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

### Content Statement

12. Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.

### Content Elaborations

Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms and succession.

Amendment 12 altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800.

The main provisions of Amendment 20 shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid “lame duck” periods in the transition from one administration or session to another.

Amendment 22 imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington.

Amendment 23 provided electors for the District of Columbia. The Electoral College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections.

Presidential succession and disability were addressed by Amendment 25. Lyndon B. Johnson, who had a history of heart problems, took office following the assassination of John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability.

### Expectations for Learning

Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.

### Instructional Strategies

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources

#### Connections

*Ohio’s New Learning Standards: K12 Social Studies*

US Government – *Grade 11*

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**Ohio’s New Learning Standards: K12 Social Studies**

**US Government – Grade 11**

**Theme**

How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

**Topic**

Basic Principles of the U.S. Constitution

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

**Content Statement**

13. Amendments 11, 21 and 27 have addressed unique historical circumstances.

**Content Elaborations**

Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified.

The 11th Amendment was proposed in 1794, one year after the Supreme Court ruled in Chisholm v. Georgia (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution.

Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920’s. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the 21st Amendment, which repealed the 18th Amendment.

Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the 27th Amendment was not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980’s renewed interest in the amendment and it was ratified in 1992.

**Instructional Strategies**

Have students research the arguments over limited government associated with Chisholm v. Georgia, the overreaching of Volstead Act provisions to include beer and wine, and the issues of increased congressional pay in the 1980s to set the context for the adoption of Amendments 11, 21 and 27.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

**Instructional Resources**

**Connections**

Instruction related to the history surrounding these amendments could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts. Standard 1 calls for students in grades 11-12 to, “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.”

**Essential Questions**

Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

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<th>How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</th>
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</table>
| Topic | Structure and Functions of the Federal Government  
Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws. |
| Content Statement | 14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. |

Content Elaborations

Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions.

The U.S. Constitution establishes roles for each of the three branches of government related to law and public policy. It assigns each branch special powers and responsibilities.

Laws are made by the legislative branch. Laws are enforced by the executive branch. Laws are interpreted by the judicial branch as it resolves disputes under the laws. The actions and procedures of all three branches establish public policy. These include:

- Legislative – conducting oversight investigations, instituting impeachment proceedings, approving treaties, passing resolutions;
- Executive – making rules and regulations, proposing the federal budget, recognizing foreign nations, issuing executive orders; and
- Judicial – issuing writs of certiorari, establishing judicial procedures, sentencing offenders, accepting amicus curiae briefs.

Expectations for Learning

Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.

Instructional Strategies

Have students recognize each of the three branches as they are discussed in the media under various guises (e.g., executive branch – presidency, the administration, executive agencies, the White House; legislative branch – Congress, House of Representatives, Senate, legislature; judicial branch – Supreme Court, federal courts, the judiciary, appellate courts).

Have students prepare a graphic organizer (e.g., chart, diagram, photo display) to represent the powers and responsibilities of the three branches of government.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

The U.S. Government's Official Web Portal  
http://www.usa.gov/Agencies/federal.shtml

TedEd Talk  

TedEd Talk about the division of powers among the three branches of government.

Connections

Essential Questions
## Ohio’s New Learning Standards: K12 Social Studies

### US Government – Grade 11

#### Theme

**How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.**

#### Topic

**Structure and Functions of the Federal Government**

Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.

#### Content Statement

15. *The political process creates a dynamic interaction among the three branches of government in addressing current issues.*

### Content Elaborations

Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work in concert to instances involving the exercise of checks and balances. In this context, the political process becomes one of the branches exercising their powers to influence public policy.

The U.S. Constitution addresses the interaction among the branches of government with a system of checks and balances. Checks and balances include:

- Legislative on executive – veto override, impeachment of civil officers, Senate approval of appointments and treaties, raise and govern military forces;
- Legislative on judicial – creation of lower courts, determination of appellate jurisdiction of the Supreme Court, impeachment of judges;
- Executive on legislative – convene either or both houses of Congress, veto legislation;
- Executive on judicial – appoint judges, issue pardons and reprieves;
- Judicial on legislative – Chief Justice of the Supreme Court presides over impeachment trials for the president, interpret and apply laws; and
- Judicial on executive – judges not subject to removal by president, interpret and apply laws.

The interaction among the three branches of government is impacted by factors such as:

- Interest group involvement (e.g., proposing legislation, advocating rules, filing briefs);
- Political party control of the executive and legislative branches;
- Amount of public interest and nature of media coverage/commentary; and
- Informal relationships among the members of each branch.

### Expectations for Learning

Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.

### Instructional Strategies

- Have students research an impeachment proceeding, a presidential veto or a law that has been overturned by the Supreme Court. Have students describe how each of these actions helped maintain a balance of power in the U.S. government.

- Have students research the political processes which are addressing a current issue and choose a method to illustrate the interaction between at least two branches of government (e.g., the president delivering a stump speech to raise public demands for congressional action).

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.usa.gov/Agencies/federal.shtml). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

Students could create a political cartoon, a photo with caption or a diagram to show the interactions among the branches of government.

### Instructional Resources

**The U.S. Government’s Official Web Portal**

http://www.usa.gov/Agencies/federal.shtml

### Connections

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**Essential Questions**

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### Ohio’s New Learning Standards: K12 Social Studies

#### US Government – Grade 11

| Theme | How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects. |
| Topic | Role of the People
The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process. |
| Content Statement | 16. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. |

### Content Elaborations

People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights.

During the American Revolution, various state bills of rights were drafted. The original U.S. Constitution outlined many rights held by the people (see Art. I, sec. 9 and 10, Art. III, sec. 2, Art. IV, sec. 2). The federal Bill of Rights not only enumerates many rights, but other unstated rights are alluded to under the Ninth Amendment. The U.S. Supreme Court, in its interpretation of the 14th Amendment’s due-process clause, has instituted the doctrine of incorporation meaning that most of the guarantees in the Bill of Rights also apply to state and local governments.

Many of the rights held by American citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office).

There are general responsibilities of citizenship (e.g., respecting the rule of law, paying taxes and fees, accepting responsibility for one’s actions). There also are responsibilities associated with the exercise of particular rights. Examples include:

- Entitlement to privileges and immunities – respecting the rights of others;
- Right of free speech – engaging in civil discourse;
- Right to bear arms – receiving firearms training;
- Right to jury trial – serving on juries; and
- Right to vote – becoming informed on public issues.

Citizenship also entails service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office.

Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.

### Expectations for Learning

Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.

### Instructional Strategies

Students can examine instances of the use of rights to engage in political and public policy processes (e.g., political campaigns, efforts to influence the legislative process). Students also can examine contemporary issues which impact the exercise of rights (e.g., instances of “hate speech,” the impact of reapportionment on legislative districts).

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

- Center for Civic Education
- The Bill of Rights Institute
- National Park Service We Shall Overcome
  [http://www.nps.gov/history/nr/travel/civilrights/learnmor.htm](http://www.nps.gov/history/nr/travel/civilrights/learnmor.htm)

### Connections
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

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</table>
| Topic | Role of the People
The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process. |
| Content Statement | 17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. |

### Content Elaborations

The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, certain groups of people have not been able to fully exercise their rights. Over time, the U.S. government has taken actions to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing.

For instance, the ratification of the 19th Amendment guaranteed suffrage to all women and the ratification of the 24th Amendment eliminated the failure to pay taxes as a reason to deny participation in voting for federal officeholders. The executive branch used National Guard troops to help integrate schools and used the Department of Justice to bring charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts in the second half of the 20th century. The U.S. Supreme Court, through the process of incorporation, has used the due process clause of the 14th Amendment to apply most of the federal Bill of Rights to the states.

### Expectations for Learning

Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.

### Instructional Strategies

Have students investigate the civil rights movement of the 1950s and 1960s. Have them consider the resulting achievements and their impact on current civic life.

Have students discuss how the passage of the Civil Rights Act of 1964 helped open access to more elements of American society and provide more opportunities to minorities.

Have students discuss how the laws passed in the 1960s by the Congress (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965), executive acts (e.g., integration of the military, affirmative action programs) and Supreme Court decisions (e.g., Brown v. Board of Education, Regents of the University of California v. Bakke) helped enforce the rights addressed by the 14th and 15th Amendments.

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

### Instructional Resources

- Center for Civic Education
  http://www.civiced.org/
- The Bill of Rights Institute
  http://www.billofrightsinstitute.org/
- National Park Service: We Shall Overcome
  http://www.nps.gov/history/nr/travel/civilrights/learnmor.htm

### Essential Questions
# Ohio’s New Learning Standards: K-12 Social Studies

**US Government – Grade 11**

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</table>
| **Topic** | **Ohio’s State and Local Governments**  
The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments. |
| **Content Statement** | 18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. |

**Content Elaborations**

Under Ohio’s original constitution, the General Assembly was the preeminent branch of the government. Key judicial and executive officers, other than the governor, were appointed by the legislature and were not elected by the people of Ohio. The governor, although an elected official, had few specific powers. The Supreme Court, which was required to meet once each year in every county, found it difficult to meet its obligations. In addition the state was burdened with a significant amount of debt.

The Constitution of 1851 provided that major executive officials and all judges were to be elected by popular vote. While the powers of the governor were not significantly increased, legislative powers to enact retroactive laws were prohibited and all laws of a general nature were required to be uniform throughout the state. District courts were added to the court system to reduce the burdens upon the Supreme Court. The new constitution instituted debt limitations, banned poll taxes and required that tax funds be used only for their stated purpose.

**Expectations for Learning**

Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.

**Instructional Strategies**

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

Ohio Secretary of State  
http://www.sos.state.oh.us/SOS/publications.aspx  
The Ohio Constitution is available on this site in electronic format.

**Connections**

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# Ohio’s New Learning Standards: K-12 Social Studies

**US Government – Grade 11**

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<th>19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</th>
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### Content Elaborations

The government of the State of Ohio fits within the federal structure of government. The Ohio Constitution must be consistent with the basic principles outlined in the U.S. Constitution (Article VI). The Ohio Constitution outlines the powers and functions of state government and provides the context for local government in the state.

### Expectations for Learning

Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States.

### Instructional Strategies

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](https://www.cast.org).

Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

**Instructional Resources**

**State of Ohio Website**

http://ohio.gov/

http://ohio.gov/government/

**Local Government Directory**

http://www.statelocalgov.net/state-oh.cfm

**Ohio Local Government Structure and Finance – Bulletin 835**

http://ohioline.osu.edu/b835/index.html

### Connections

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## Ohio’s New Learning Standards: K-12 Social Studies

### US Government – Grade 11

| Theme | How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects. |
| Topic | Ohio’s State and Local Governments |
|       | The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments. |

| Content Statement | 20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. |

### Content Elaborations
Ohioans can assist government in addressing problems affecting the state and local communities. Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting and signing petitions to place issues on the ballot. Involvement at the local level can range from organizing civic activities to attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.

### Expectations for Learning
Identify and explain roles that Ohio’s citizens can play in helping state and local government address problems facing their communities.

### Instructional Strategies
By examining how Ohioans can assist government in addressing problems, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework.

- Participation in local community activities can be part of a senior project.
- Students can participate in mock governmental activities to demonstrate different roles of township government, school district governance, etc.
- Have students attend meetings of local government and, based on a set of guiding questions, report on proceedings to the entire class. Have the class discuss the issues addressed in the meeting reports.
- Examine how a local political entity functions, how a citizen can affect change through this entity, and have students take an issue and research a possible resolution through this entity.

### Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](http://www.cast.org). Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).

### Instructional Resources
- **State of Ohio Website**
  - [http://ohio.gov/](http://ohio.gov/)

- **Local Government Directory**
  - [http://www.statelocalgov.net/state-oh.cfm](http://www.statelocalgov.net/state-oh.cfm)

- **Ohio Local Government Structure and Finance – Bulletin 835**
  - [http://ohioline.osu.edu/b835/index.html](http://ohioline.osu.edu/b835/index.html)

### Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

Theme

How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

Topic

Public Policy

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

Content Statement

21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

Elaborations

Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions.

Examples of public policy at different levels of government by different branches of government include:

- Federal Executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries;
- Federal Legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data;
- State Legislative – the Ohio Legislative Service Commission, which assists in drafting legislation;
- State Judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons; and
- Local Legislative/Executive – County commissions, which determine and grant tax abatements.

The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues (e.g., 2010 Federal Race-to-the-Top education grants, the cleanup of the 2010 BP oil spill in the Gulf of Mexico, Arizona’s planned enforcement of immigration laws in 2010).

Expectations for Learning

Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

Instructional Strategies

Developments related to public policy issues can be followed via various news media.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org

Instructional Resources

League of Women Voters of Ohio (LWVO)
http://www.lwvohio.org/

Smart Voter/ LWVO
http://www.smartvoter.org/oh/state/

Connections

Essential Questions
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

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</tr>
<tr>
<td>Content Statement</td>
<td>22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</td>
</tr>
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**Content Elaborations**
Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can:

- Campaign for candidates who will support their positions once in office;
- Provide information to executive branch officials on the impacts of potential rules and regulations;
- Lobby members of a legislature;
- Provide testimony before legislative committees;
- Prepare briefs to present during judicial proceedings;
- Offer comments during public meetings;
- Conduct letter-writing campaigns; and
- Hold public demonstrations.

Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy.

**Expectations for Learning**
Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government.

**Instructional Strategies**
By examining the role individuals and organizations play in helping to determine public policy, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework. This could serve as a senior project.

Have students work collaboratively to identify a public policy issue, identify the appropriate level of government to address the issue, the appropriate agencies involved, and identify appropriate local, state and/or federal officials to contact about the issue.

**Career Connection**
As students select a public policy issue to analyze, they will reflect on how the policy impacts them and their community (e.g., access to services or benefits, safety and security, rights or responsibilities). Students will describe how their future career might be impacted by the policy (e.g., social and civic responsibility, lobbying, regulations, taxes). Then, they will navigate the agency’s website to identify employment opportunities and required minimum qualifications.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**
League of Women Voters of Ohio (LWVO)
http://www.lwvohio.org/

Smart Voter/ LWVO
http://www.smartvoter.org/oh/state/

**Connections**
# Ohio’s New Learning Standards: K12 Social Studies

## US Government – Grade 11

### Theme

**How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.**

### Topic

**Government and the Economy**
The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.

### Content Statement

23. *The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.*

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal policies fall into two broad categories: expansionary policies (involving increased government spending and reduced taxes) to increase the level of aggregate demand and contractionary policies (involving decreased government spending and increased taxes) to decrease the level of aggregate demand.</td>
<td>Have students research historical examples of government spending or tax policy, such as the Works Progress Administration (WPA), the GI Bill and the George W. Bush administration’s tax cuts. A follow-up report should describe how effective each example was in supporting and stimulating the economy. Examples include the:</td>
</tr>
<tr>
<td>There are difficulties in using fiscal policy to maintain economic stability and foster economic growth. Much government spending is fixed (e.g., entitlement programs), so only a small portion of the federal government’s budget is discretionary. Predicting the impact of spending and taxing is difficult as is predicting future economic performance. Government spending and taxing does not produce immediate results and economic conditions may change; thus, expansionary policies could result in inflation and contractionary policies could result in recession. Coordinating federal spending and taxing with monetary policy and with state policies is difficult and may be contradictory. Fiscal policy is subject to political pressures; in the past, expansionary policies have tended to be popular and contractionary policies have tended to be unpopular.</td>
<td>• WPA and how well it enhanced infrastructure;</td>
</tr>
<tr>
<td>The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.</td>
<td>• GI Bill and how well it educated groups of young people and enabled new homeowners; and</td>
</tr>
<tr>
<td><strong>Expectations for Learning</strong></td>
<td>• Bush tax cuts and how well they increased consumer spending.</td>
</tr>
<tr>
<td>Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation’s economic conditions.</td>
<td><strong>Diverse Learners</strong></td>
</tr>
<tr>
<td>Examine applications of government regulation and determine a cost and benefit of each application.</td>
<td>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at <a href="http://www.cast.org">www.cast.org</a></td>
</tr>
</tbody>
</table>

### Essential Questions

- How does government spending and taxing affect the economy?
- What are the benefits and costs of government regulations on the economy?
Ohio’s New Learning Standards: K12 Social Studies

US Government – Grade 11

<table>
<thead>
<tr>
<th>Theme</th>
<th>How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</th>
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</thead>
</table>
| Topic | Government and the Economy  
The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy. |
| Content Statement | 24. The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy. |

**Content Elaborations**

Monetary tools employed by the Federal Reserve System to regulate the nation’s money supply include:

- Open market operations (purchase and sale of government securities);
- Adjusting the discount rate (interest rate on loans the Fed makes to financial institutions); and
- Adjusting the reserve requirement (required reserve ratio - the fraction of deposits that banks must keep on reserve and not use to make loans).

Purchasing government securities, reducing the discount rate and reducing the reserve requirement all serve to increase the money supply, decrease interest rates, encourage consumer and business spending, and foster economic expansion.

Selling government securities, increasing the discount rate and increasing the reserve requirement all serve to reduce the money supply, increase interest rates, depress consumer and business spending, and foster economic contraction.

**Expectations for Learning**

Explain how the Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy.

**Instructional Strategies**

Select one of the tools used by the Federal Reserve and then discuss the reasoning behind the use of the tool in a given set of economic conditions, how the particular use of the tool impacts the actions of banks, and the intended result for the particular use of the tool.

**Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

**Instructional Resources**

**Connections**

**Essential Questions**
Lancaster City Schools
Social Studies Course of Study
Financial Literacy

TOPIC: Consumerism:
Informed purchasing decisions are essential for responsible financial management. Limited protections against some consumer fraud exist in government regulatory agencies and laws. Ultimately, consumers must be informed and vigilant when making purchasing decisions.

Content Statements:

1. Consumerism choices consistent with one's financial plan including decision-making strategies on purchasing.
2. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
3. Utilizing financial services and risk management tools, and interpreting and comparing consumer lending statements, terms and conditions enable one to be an informed consumer.
4. Consumer protections laws help safeguard individuals from fraud and potential loss.
5. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).

TOPIC: Investing:
The goal of financial management is to increase one's net worth. Investing, through a variety of options, is one way to build wealth and increase financial security. Many factors impact investment and retirement plans, including government regulations and global economic and environmental conditions, etc.

Content Statements:

6. Using key investing principles one can achieve the goal of increasing net worth.
7. Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor’s risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.
8. Government agencies are charged with regulating providers of financial services to help protect investors.
Lancaster City Schools
Social Studies Course of Study
Financial Literacy

TOPIC: Credit/Debt:

Responsible use of credit is one tool to help achieve financial and lifestyle goals. To successfully advance through financial life stages, a consumer must create, establish and maintain credit worthiness. Disciplined consumers borrow within their means at favorable terms and responsibly repay debt.

Content Statements:

9. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to lender at some later date.
10. Debit is an obligation owed by one party to a second party.
11. Effectively balancing credit and debt helps one achieve some short and long-term goals.
12. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
13. Credit and debt affect tax obligations.

TOPIC: Risk Management and Insurance:

As individuals accumulate net worth and establish a standard of living, they assume the risk of loss of income and assets. Use of a risk management plan mitigates the potential loss of income and personal net worth and also safeguards personal identity. Risk management products and strategies change over one’s life span.

Content Statements:

14. A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.
15. Safeguards exist that help protect one’s identity.
16. Diversification of assets is one way to manage risk.
17. A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.
Grades 11, 12
High School History Seminar H
Lancaster City Schools  
Social Studies Course of Study  
History Seminar H – Grades 11, 12

<table>
<thead>
<tr>
<th>Strand: History Seminar (Humanities) Honors</th>
<th>Topic: Prehistoric, Mesopotamian, and Egyptian Civilizations</th>
</tr>
</thead>
</table>

**Content Statements:**

THE EARLIEST CULTURES Prehistoric society and the birth of the visual arts
MESOPOTAMIA: THE CRADLE OF CIVILIZATION
The expansion of agrarian man’s borders and ideas in the ancient Near East
THE CIVILIZATION OF THE NILE
A divided Egypt comes together through a shared culture and religion
THE OLD KINGDOM
Dynasties 3-6: The rise of the pyramids, frontal sculpture and relief painting
THE MIDDLE KINGDOM
Dynasties 11-14: The proliferation of sculpture and jewelry
THE NEW KINGDOM
Dynasties 18-20: A mature and powerful Egypt rules in art and world politics

**Content Elaborations:**

- Discuss the development of prehistoric humans.
- Recognize and identify key Paleolithic and Neolithic works in visual art and architecture.
- Discuss the relationship between means of subsistence and the art of prehistory.
- Trace the function, social role and development of the arts in the Paleolithic and Neolithic periods.
- Describe the necessary elements that make up civilization and their significance.
- Trace the development of the arts in the shifting cultures of Mesopotamia and Egypt.
- Recognize and identify key works in visual art and architecture in the Sumerian, Akkadian, Babylonian, Assyrian, Persian, and Egyptian cultures.
- Describe religious beliefs in Mesopotamian and Egyptian cultures and their manifestations in the arts and architecture.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

All Standards listed in all Strands, all strands that contain only specific reading and writing standards for each will be in bold-italics.

College and Career readiness anchor Standards for reading  
The grades 6–12 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 inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; 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.
The search for everlasting life (epic of Gilgamesh) – Babylonian Law (Hammurabi Code) – Egyptian visions of the afterlife (the book of the dead; the Harper’s song for Inherkhawy) – Worship of the sun (relief of Akhenaton and his wife; Akhenaton’s hymn to the sun) – Naturalism in art: the Amana revolution -- Love songs from the new Kingdom: Poems.

To develop student interaction in the Socratic Method via classroom discussion-using cards with prompts for courtesy during debate and discussion of teacher generated questions.

To comprehend how art, literature, science, music, and philosophy has affected and effected history and human culture over time, including the present day.

Cause and effect factors of individuals and groups.

The humans need to create more than just themselves.

**KEY TERMS**

Culture, civilization, Paleolithic, Neolithic, ideogram, mastaba, post and lintel, agriculture, cuneiform, pictographic, dynasties, anthropomorphic, ziggurat, battered, weeper holes, hieroglyphics, Statue in the round, cromlech, dualistic religion, polytheistic, serdab, relief stele, henge, myth, sphinx

**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 as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order 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 6–12 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.

**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.
<table>
<thead>
<tr>
<th><strong>Research to Build and Present Knowledge</strong></th>
</tr>
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<tbody>
<tr>
<td>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Range of Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Content Specific Reading Standards:</strong></th>
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<tbody>
<tr>
<td>1. <strong>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.</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3. <strong>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</strong></td>
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<td>4. <strong>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).</strong></td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
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<tr>
<td>7. <strong>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</strong></td>
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<td>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>
# Content Specific Writing Standards:

Write arguments focused on discipline-specific content.

1. **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.**

2. 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.

3. **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.**

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

# Write Informative/Explanatory Texts

2. **Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**

   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. 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).

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.

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 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.

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.
Lancaster City Schools  
Social Studies Course of Study  
History Seminar H – Grades 11, 12

<table>
<thead>
<tr>
<th>Strand: History Seminar (Humanities) Honors</th>
</tr>
</thead>
</table>
| Topic: Aegean Culture and Early Greece  
Classical and Hellenistic Greece |

### Content Statements:
- **AEGEAN CULTURES** Early Mediterranean man, myth and the arts
- **THE RISE OF ANCIENT GREECE** Western civilization takes root
- **CLASSICAL GREECE** The golden age of the arts
- **Hellenistic Greece** A geographic expansion of the empire, and a scholarly exploration of the past

### Content Elaborations:
- Compare and contrast the arts and cultures of the Cyclades, Minoans, and Mycenaean
- Evaluate the unique contributions of the Minoans to architecture.
- Trace the development of the visual arts in Early Greece from the Geometric Period to the Archaic.
- Make distinctions between black-figure and red-figure style pottery.
- Explain the contributions of Homer and Sappho to literature.
- Understand the relationship of Aegean and Early Greek architecture to its landscape.
- Name the Pre-Socratic philosophers and their specific ideas.
- Outline some of the Greek pantheon and their connection with mystery cults and oracles.
- Trace the developments in the presentation of the human form from the Archaic (last chapter) to the Hellenistic, noting particular stylistic differences.
- Name the Classical Greek artists, associating them with their works.
- Discuss the early political reforms in Classical Greece.

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

#### Content Specific Reading Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Understand the changes that stemmed from the defeat of the Persians.
- Recognize the *Greek Orders of Architecture* and denote specific examples from your text employing some of these styles.
- Outline the development of Greek theatre, and become familiar with the works of the first playwrights.
- Explain the importance of Socrates in Western philosophy.
- Compare and contrast Plato and Aristotle.
- Make connections between musical and mathematical ideas.
- Discuss the influence of Alexander the Great on the spread of Greek culture, and the global influences that resulted.
- Define the words "stoic," "skeptic," "epicurean," and "cynic," discussing their roots as well as their originators in Hellenistic philosophy.

The death of Hector: *Iliad* --Greek and Roman sculpture --the Greek lyric --Pre-Socratic Philosophy: Thales etc. --Thucydides depicts Athenian Power --Socrates refuses to escape -- Epicureanism and Stoicism

To develop student interaction in the Socratic Method via classroom discussion-using cards with prompts for courtesy during debate and discussion of teacher generated questions.

To comprehend how literature, science, art, music, and philosophy has affected and effected history and human culture over time, including the present day.

Cause and effect factors of individuals and groups.

The human need to create more than themselves.

<table>
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<tr>
<th>Content Specific Writing Standards:</th>
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<tbody>
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<td>Write arguments focused on <em>discipline-specific content</em>.</td>
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1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.
Some questions: What is untimely real in the universe, How to create a better life on earth, Joseph Campbell

KEY TERMS
Linear A and B labyrinth, pithos, terra cotta, Kamares Ware, Palace Style, faience, lintel, relieving triangle, corbelled dome, rhyton, mythology, polis (pl. poleis), Geometric style, crater, oinochoe, olpe, black-figure style, platform, colonnade, entablature, crepis, stylobate, column, peristyle shaft, fluted, pediment, Doric, entasis, kouros (pl. kouroi) kore (pl. korai), Archaic smile, philosophy, red-figure style, ashlar, masonry, dromos, amphora, capital, tholos, frieze, architrave, calyx, crater, atomist, lyric

9. 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.

10. 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.

11. e. 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).

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

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 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.

15. 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.

16. 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.

17. 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.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
Lancaster City Schools  
Social Studies Course of Study  
History Seminar H – Grades 11, 12

**Strand:** History Seminar (Humanities) Honors

**Topic:** ROMAN CIVILIZATION

**Content Statements:**
- ETRUSCAN CIVILIZATION Rome’s ancestors set the stage for greatness
- THE ROMAN REPUBLIC Conquest, feats of engineering and portrait sculpture
- THE EMPIRE All roads lead to Rome—Augustus builds, Constantine converts to Christianity

**Content Elaborations:**
- Trace Roman history from 800 B.C.E. to the establishment of Constantinople as the new capital of the empire in 330 B.C.E.
- Discuss the major emperors and their accomplishments, characteristics, and the period in which they ruled.
- Describe and discuss Roman politics, including the effects upon Roman culture and the major participants in historical events.
- Discuss the Roman character as it developed from the pre-Republican era to the establishment of Constantinople.
- Identify key works of art from Etruria, Republican Rome and the Roman Empire.
- Identify major municipal buildings and structures as well as their social function, structural systems and materials.
- Differentiate between the art and cultures of Etruria, Greece, and Rome and describe the relationship between the cultures.
- Explain the relationship between the Greek and Roman pantheons.
- Discuss major Roman writers and philosophers, including their relationship to Greek literature and philosophy.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

**Content Specific Reading Standards:**

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

To develop student interaction in the Socratic Method via classroom discussion using cards with prompts for courtesy during debate and discussion of teacher generated questions.

To comprehend how art, literature, science, music, and philosophy has affected and effected history and human culture over time, including the present day.

Cause and effect factors of individuals and groups.

The humans need to create more than themselves.

Some questions:
What is untimely real in the universe?
How to create a better life on earth?

KEY TERMS
Tuscan order, Tufa, Patricians, Plebeians, pieta, composite order, engaged columns, concrete, tetrarch, amphitheater, travertine, Patronage, oculus, satire, coffers dome, murals, odes aqueducts, vault

Content Specific Writing Standards:

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.
Lancaster City Schools
Social Studies Course of Study
History Seminar H – Grades 11, 12

9. 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.

10. 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.

11. e. 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).

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

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 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.

15. 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.

16. 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.

17. 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.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
### Strand: History Seminar (Humanities) Honors
### Topic: JUDAISM, EARLY CHRISTIANITY, AND BYZANTINE CIVILIZATIONS

#### Content Statements:
- **JUDAISM** The Hebraic faith establishes its history and tradition with the Bible
- **EARLY CHRISTIANITY** The arts nurture and transmit the beliefs of the Christian faith
- **BYZANTINE CIVILIZATION** The schism of the church forges the way for Byzantium in the East

#### Content Elaborations:
- Trace Hebrew history and travels from 2000 B.C.E. to 70 C.E.
- Know the basic tenets of Judaism and its relationship to the religious beliefs of Mesopotamia.
- Know the structure of the Biblical writings and religious practices of the Hebrews.
- Understand and discuss the development of the Gospels, and their historical and theological differences.
- Describe the development of Christianity from Jesus' ministry to the time of St. Augustine.
- Identify examples of early Christian art and architecture, as well as their sources and liturgical functions.
- Discuss the relationship between Judaism and Early Christianity.
- Discuss the relationship between Early Christian thought and the Classical tradition.
- Identify key Byzantine works in visual art and architecture.
- Trace the development of Byzantine art from the fall of Rome to the conquest of Byzantium by the Turkish Empire.
- Discuss the major differences between Roman Christianity and Byzantine Christianity.


To develop student interaction in the Socratic Method via classroom discussion using cards with prompts for courtesy during debate and discussion of teacher generated questions.

#### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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.**
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History Seminar H – Grades 11, 12

| To comprehend how art, literature, science, music, and philosophy has affected and effected history and human culture over time, including the present day. | 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| Cause and effect factors of individuals and groups. | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| The humans need to create more than themselves. | |

**KEY TERMS**
Evangelists, monotheistic, covenant, etiological, stories, parables, ambulatory, nave, catacombs, aisles, frescoes, transept, responsorial, l apse, antiphonal, clerestory, liturgical, iconography, iconophiles, piazza, Greek cross, icon, linear, perspective, pendentives, sarcophagi, narthex, schism, atrium

### Content Specific Writing Standards:
Write arguments focused on discipline-specific content.

1. **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.**
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6. **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
7. **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.**
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Lancaster City Schools  
Social Studies Course of Study  
History Seminar H – Grades 11, 12

**Strand:** History Seminar (Humanities) Honors

**Topic:** ISLAMIC CIVILIZATION and INDIAN CIVILIZATION

**Content Statements:**

ISLAMIC CIVILIZATION  A New Religion Emerges from the Middle East  
THE VEDIC PERIOD  Hinduism takes root  
THE MAURYA PERIOD  Buddhism rises in political and religious prominence  
THE KUSHAN ERA  Greco-Roman artistic influences meet Buddhism  
THE GUPTA ERA  Flourishing culture and commerce  
THE HINDU DYNASTIES  Southern Indian arts prosper despite constant war

**Content Elaborations:**

- Recognize and identify key Islamic works in visual art and architecture.
- Understand the significance of the Silk Road and trade in the Byzantine and Islamic worlds.
- Understand the basic tenets and history of Islam.
- Understand the relationship between the teachings of Islam and the arts of the Islamic world.
- Discuss the major periods of early Indian history.
- Discuss the Indian caste system, including the roles of the different castes.
- Recognize and identify key Indian works in visual art, architecture, music, literature and theatre, including themes and subject matter.
- Trace the development of the arts in India from the Vedic period through to the end of the Hindu dynasties.
- Discuss the history, deities, major teachers, and concepts of Hinduism and Buddhism.
- Compare the teaching and influence of Hinduism and Islam upon Indian life.
- Describe the relationship between the various religions of India and the arts they produced and influenced.
- Identify and discuss the major themes, plots, and characters in Indian literature.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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The Quran --The Adab --Islam and the Sciences --Andalusia Poetry --Islamic Design --Mystical Poetry --The philosophy of History --The Mughal empire --Mughal painting --Safavid Persia

To develop student interaction in the Socratic Method via classroom discussion—using cards with prompts for courtesy during debate and discussion of teacher generated questions.

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Cause and effect factors of individuals and groups.

The humans need to create more than themselves.

Current event discussion of Middle East—why such issues now?

**KEY TERMS**

Surah, hadith, mosque, minaret, voussoirs, ayas, Sufi, mihrab, muezzin, calligraphy, Intaglio, Bodhi, Middle Path, Surasun-daris, lakana, kanda, Dharma, tribhanga, Avatar, samsara, chattras, Nomad, karma, Krishna, Sanskrit, mudra, Shiva, cire perdue, rasas, ushnishna, lost-wax, Jainism, urna, Brahman, ahisma, stupas, Vishnu, shastras, Lakshmi, yasti, sikhar, Outcastes, yakshis, Vedas, maya, Jataka, Hindu, alap, nirvana, tambura, ghakti, bodhisattvas, sitar, Buddhism, prana, ragas, Pancatantra

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Strand: History Seminar (Humanities) Honors

Topic: Asian Civilizations: EARLY CHINESE CIVILIZATION and EARLY JAPANESE CIVILIZATION

Content Statements:
CHINA – THE EARLY DYNASTIES  
JAPAN BEFORE THE TWELFTH CENTURY  
JAPAN FROM THE TWELFTH TO THE FIFTEENTH CENTURY

Content Elaborations:

- Discuss Chinese history from the Shang period to the Song dynasty.
- Recognize and identify key early Chinese works in visual art, architecture, including themes and subject matter.
- Trace the development of early Chinese art from the Shang to the Song dynasties.
- Discuss the major ideas and thinkers in Confucianism, Taoism and Buddhism.
- Discuss the effects of Confucianism, Taoism and Buddhism upon the arts and architecture of early China.
- Discuss Japanese history from the Yamato period to the Ashikaga period.
- Recognize and identify key early Japanese works in visual art and architecture including themes and subject matter.
- Trace the development of early Japanese art from the Yamato to the Ashikaga periods.
- Discuss the impact of Chinese culture and art upon Japanese culture and art.

Common Core Literacy Standards for Social Studies Grades 6 – 12:

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| The Chinese classics --the moral leadership of the Emperor --Chinese Poetry --the examination system --Chinese landscape painting --Heian court life --Heike Monogatari --No drama --Haiku --Japanese art --the Mahabharata --the Gagavad Gita --the treasury of Well Turned verse --Indian sculpture  
To develop student interaction in the Socratic Method via classroom discussion--using cards with prompts for courtesy during debate and discussion of teacher generated questions.  
To comprehend how literature, science, art, music, and philosophy has affected and effected history and human culture over time, including the present day.  
Cause and effect factors of individuals and groups.  
The humans need to create more than themselves.  
**KEY TERMS**  
Confucianism, te p’u, li wen, mandarins, yi, Taoism, shih, wu-wei, Neo-Confucianism, yin and yang, Jomon, kami, haniwa, waka, Shinto, emaki-mono, Kojiki, samurai, shogun, cha-no-yu, Pure Land Buddhism, wahi, Chan, wabi, Zen, Buddhism  
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<td>EARLY CIVILIZATIONS OF THE AMERICAS AND AFRICA</td>
<td>• Identify the location of indigenous cultures.</td>
</tr>
<tr>
<td>MESOAMERICA “Middle America” Establishes Itself as a Cultural Mecca</td>
<td>• Trace the history of Mesoamerican Native Americans to the period of the Spanish conquest.</td>
</tr>
<tr>
<td>THE CULTURES OF PERU Geographical Constraints Fail to Hinder Civilizations Unique to the World</td>
<td>• Trace the history of Peruvian/Andean Native Americans to the period of the Spanish conquest.</td>
</tr>
<tr>
<td>NORTH AMERICA Vast Lands and Opportunities Provide the Basis for Rich Cultural Heritages from Coast to Coast</td>
<td>• Trace the history of North American Native Americans to the period of the Spanish conquest.</td>
</tr>
<tr>
<td>CIVILIZATION OF EARLY AFRICA Multiple Cultures Thrive and Evolve Despite Constant European Intrusion</td>
<td>• Identify chief characteristics of Mesoamerican, Peruvian and North American religious beliefs and cultures.</td>
</tr>
<tr>
<td>Common Core Literacy Standards for Social Studies Grades 6 – 12:</td>
<td>• Identify major works of art, literature and architecture from Mesoamerican, Peruvian and North American Native American cultures.</td>
</tr>
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<td>Content Specific Reading Standards:</td>
<td>• Discuss the effect of indigenous belief systems upon architecture and works of art.</td>
</tr>
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<td>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.</td>
<td>• Understand the influence of the physical environment and geography on the diverse African peoples.</td>
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<tr>
<td>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.</td>
<td>• Trace the history of Africans to the period of the slave trade.</td>
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<td>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).</td>
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Pre-Columbian art -- The Inca empire -- The Aztec empire -- the creation of the world -- the league of the Iroquois -- Indian prayers and songs -- Sioux history -- north American Indian art -- Wounded Knee -- Spiritual v real world

The conquest of Upper Egypt -- Traditional Folk tales -- Trickster tales -- an epic of Old Mali -- traditional African poetry -- the kingdom of Mali -- African Masks -- life in Benin -- the Zulu empire -- Creation of student’s own masks they hide behind.

To develop student interaction in the Socratic Method via classroom discussion--using cards with prompts for courtesy during debate and discussion of teacher generated questions.

To comprehend how literature, science, art, music, and philosophy has affected and effected history and human culture over time, including the present day.

Cause and effect factors of individuals and groups.

The humans need to create more than themselves.

**KEY TERMS**

Oludumare, El Niño, Tawantinsuyu, Nazca lines, Cushitic, Swahili, Mesoamerica, Teotihuacán, Wacah Chan, roof comb, Bahlum, pantheism, Intertropical Convergence Zone (ITCZ), rock paintings, Punic, t’eff, Didascalia, Bantu, Arianism, Batwa, Coptic, Shi’ites, lateritic, orisa mothers-fathers, huacas, flower song, humus, rift, valley, Nahuatl, day keepers, Ogun

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Content Specific Writing Standards:**

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.
9. 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.

10. 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.

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17. 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.

18. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
**Strand:** History Seminar (Humanities) Honors

**Topic:** EARLY MIDDLE AGES AND THE ROMANESQUE and GOTHIC AND LATE MIDDLE AGES

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<thead>
<tr>
<th>Content Statements:</th>
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<tbody>
<tr>
<td>EARLY MEDIEVAL CULTURE Charlemagne and Pope Gregory exert their influence on politics and culture</td>
</tr>
<tr>
<td>ROMANESQUE CULTURE The rise of England and France along with their church architecture and sculpture</td>
</tr>
<tr>
<td>THE GOTHIC ERA The age of the great cathedrals of western Europe, richly embellished</td>
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<td>TOWARD THE RENAISSANCE The trends toward naturalism and realism in painting and sculpture</td>
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<td>Trace early medieval history from the fifth century C.E. to the twelfth century C.E.</td>
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<td>Identify key artworks from the early medieval period.</td>
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<tr>
<td>Discuss the key elements of the Germanic culture and their effects upon the shaping of European culture.</td>
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<tr>
<td>Identify and discuss works of art, architecture, literature and music from the early medieval period.</td>
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<tr>
<td>Discuss the spread of Christianity throughout Europe between the fifth and twelfth centuries.</td>
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<tr>
<td>Discuss the intermingling of Christian and Germanic artistic and cultural values in general as well as in particular works of art or literature.</td>
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<td>Discuss the relationship between Christian belief and the art of the early Middle Ages.</td>
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<tr>
<td>Discuss the impact of Charlemagne and the Carolingian Era upon European art and culture.</td>
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<tr>
<td>Discuss the development, ideals and impact of monasticism upon medieval life and art.</td>
</tr>
<tr>
<td>Discuss the impact of pilgrimage upon European life, and architecture.</td>
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• Discuss the development of the chivalric ideal and its impact upon literature and culture.
• Trace the historical developments in the Late Middle Ages from 1100 to 1500.
• Identify and discuss works of art, architecture, literature and music from the Late Medieval period.
• Understand and discuss the development of Gothic architecture in France and elsewhere, including key structural elements.
• Discuss the intellectual developments of the Late Medieval period, including the establishment of universities.
• Explain the intermingling of Classical thought and Christian theology in the Late Medieval period.
• Discuss the influence of Muslim libraries and universities upon European thought in the Late Medieval period.
• Describe the relationship between Christian thought and the art of the Late Middle Ages.
• Discuss the impact of the French and English monarchies upon Late Medieval art and culture.
• Understand and discuss the development of Late Medieval literature.
• Trace the development of Late Medieval music including the introduction of polyphony to sacred music and the proliferation of secular music.

Anglo-Saxon culture --Norman conquest -- the first crusade --Abelard and Heloise -- the great cathedrals --the art of Love -- science in an age of faith --three interpretations of the annunciation --a vision of hell (Dante) Gothic Illumination

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5. Provide a concluding statement or section that follows from or supports the argument presented.

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Cause and effect factors of individuals and groups.

The humans need to create more than themselves.

KEY TERMS
Animal, style, illuminated mss., parchment, vellum, Romanesque, plainchant, feudalism, polyphony, barrel/tunnel, vault, cloister, garth, refectory, cabochons, mandorla, basilica, monophony, cruciform, lais, tapestry, crusades, pilgrimage, relics, bay, archivolt, facade, troubadours, folio, campanile, mystery play, blind arcade, neumes, tympanum, romance, trumeau cross, groin vault, repoussé cross, carpet page, tropes, chanson de geste, reliquaries, assonance, Gregorian chant, guild, Gothic cathedral, flying buttress, rose window, Flamboyant Gothic, Rayonnant, fan vaulting, High Gothic, cartoon, organum, cantus firmus, tenor, vernacular, novella, ars nova, jamb, International Style, naturalism

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Lancaster City Schools
Social Studies Course of Study
History Seminar H – Grades 11, 12

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<tr>
<td>Topic: THE RENAISSANCE AND MANNERISM IN ITALY and THE RENAISSANCE IN NORTHERN EUROPE</td>
</tr>
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</table>

**Content Statements:**

- **THE EARLY RENAISSANCE** The rebirth of interest in antiquity, the individual, and nature
- **THE HIGH RENAISSANCE** The maturation of the arts
- **MANNERISM** Moving away from the classical ideal
- **THE EARLY RENAISSANCE IN NORTHERN EUROPE** The Low Countries establish high standards in the visual arts
- **THE HIGH RENAISSANCE IN NORTHERN EUROPE** The age of discovery, political and religious conflict, Shakespeare, and the portrait

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<td>• Recognize and identify key Renaissance works in visual art, architecture, music, literature and theatre, including themes and subject matter.</td>
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<td>• Trace the development of the arts of the Renaissance from the early Florentine period through the High Renaissance to the Mannerist phase.</td>
</tr>
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<td>• Describe the relationship between a renewed interest in the Classical arts, architecture and thought of Greece and Rome and the Renaissance spirit in art and culture.</td>
</tr>
<tr>
<td>• Discuss the relationship between mathematical and scientific discoveries and the arts.</td>
</tr>
<tr>
<td>• Trace the relationship between the Roman Catholic Church and the development of Renaissance art, music, literature and architecture.</td>
</tr>
<tr>
<td>• Discuss the role of the artist in the Renaissance.</td>
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<td>• Recognize and identify key Northern Renaissance works in visual art, architecture, music, literature and theatre, including themes and subject matter.</td>
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| Trace the development of the arts of the Northern Renaissance from the early developments in Flanders to its Elizabethan period. |
| Describe the relationship between the Protestant Reformation and the arts in Northern Europe. |
| Discuss the relationship between geographic and scientific discoveries and the arts. |
| Trace the relationship between the Italian Renaissance and the development of Renaissance art, music, literature and architecture in the North. |
| Discuss the roles of the artist in the Northern Renaissance. |

Renaissance: the art of the sonnet --The development of perspective --man and nature --sculpting David --the rule of princes --the high renaissance --the new world --the northern renaissance --the reformation --mannerism --the heliocentric world --the search for truth --the freedom of the press

Machiavelli: Themes and ideas of the prince --compare and contrast Charles V letter to son Phillip with the prince --notes and questions of Philosophy --define and implement and discover and recognize Machiavellian ideas in modern world and throughout history --Manipulation --type of world and history during Machiavelli’s life: Borgia, Medici, etc.

| Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

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Lancaster City Schools  
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<td>Pictures of power assignment</td>
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**KEY TERMS**  
Orthogonals, lantern, sestina, a cappella, Mannerism, Renaissance humanist, Neo-Platonism, canzoni, chiaroscuro, atmospheric/aerial perspective, sonnet, oil painting, antiquity, ballad, mass, word painting, chanson, motet, baptistery, sfumato, modeled, foreshortening, allegory, vanishing point, egg tempera, triptych, polyptych, disguised, symbolism, burin, soliloquy, disputation, iconoclasm, woodcut, engraving, homophonic texture, Chateau, long gallery, secular music, madrigal, Reformation, blanket verse, iambic, pentameter, deus-ex machina, alla prima, genre painting |

| 9. 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. |
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**Content Statements:**

**THE BAROQUE IN ITALY** Drama and illusion inhabit the arts
**THE BAROQUE OUTSIDE ITALY** Diversity rules the arts and sciences

**Content Elaborations:**

- Recognize and identify key Baroque works in visual art, architecture, music, literature and theatre, including themes and subject matter.
- Trace the development of Baroque art.
- Describe the relationship between the Catholic Counterreformation and the arts in Catholic Europe.
- Describe the relationship between the Protestant Reformation and the arts in Protestant Europe.
- Discuss the relationship between geographic and scientific discoveries, philosophical investigation and the arts.
- Trace the relationship between the Italian Baroque and the development of Baroque art, music, literature and architecture throughout Europe.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

**Content Specific Reading Standards:**

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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.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
### KEY TERMS
Baroque, Counter Reformation, oratories, portico, obelisk, tenebrism, opera, recitative, concerto grosso, ritornello, etching, camera obscura, poussinistes/rubénistes, oratorio, aria, fugue, counterpoint, cantata, social contract, proscenium, arch,unities, picaresque

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Content Specific Writing Standards:

Write arguments focused on *discipline-specific content*.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

7. 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.

8. 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.
| 9. | 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. |
| 10. | 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. |
| 11. | 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). |
| 12. | (See note; not applicable as a separate requirement) |
| 13. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 14. | 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. |
| 15. | 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. |
| 16. | 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. |
| 17. | 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. |
| 18. | Draw evidence from informational texts to support analysis, reflection, and research. |
| 19. | 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. |
Strand: History Seminar (Humanities) Honors

Topic: The 18th and 19th Centuries:
THE EIGHTEENTH CENTURY,
ROMANTICISM AND REALISM,
IMPRESSIONISM AND POST-IMPRESSIONISM

Content Statements:

ENLIGHTENMENT AND REVOLUTION Industry and science change the world
THE ROCOCO Romance and the carefree permeate the arts
THE FRENCH REVOLUTION The arts play politics
NEOCLASSICISM Clarity, balance, and antiquity dictate to the arts
TOWARD ROMANTICISM Restraint of expression begins to crumble
ROMANTICISM The imagination runs wild
REALISM The European sociopolitical scene brings the arts back to earth
IMPRESSIONISM Art and science converge to imply form and substance
THE FIN DE SIÈCLE Technology and nature influence the arts
THE AVANT-GARDE Art reinterprets tradition

Content Elaborations:

- Recognize and identify key works in visual art, architecture, music, literature and theatre, including themes and subject matter.
- Trace the development of the arts from the Rococo to Neoclassicism.
- Describe the evolution of classical music, from its conceptual underpinnings to major composers and the genres they developed.
- Trace the relationship between the Enlightenment philosophers and the American and French revolutions.
- Describe the relationship between the American and French Revolutions and the arts in Europe and the United States of America.
- Discuss the relationship between geographic and scientific discoveries and the arts.
- Identify key Romantic works in visual art, architecture, music, literature and theatre, including themes and subject matter.

Common Core Literacy Standards for Social Studies Grades 6 – 12:

Content Specific Reading Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
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| Identify key Realistic works in visual art, architecture, music, literature and theatre, including themes and subject matter. | 8. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| Discuss the political and philosophical underpinnings of both Romanticism and Realism. | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| Explain the relationship between the political upheavals of the nineteenth century and the arts. | Content Specific Writing Standards: |
| Trace the development of photography and explain its influence on the arts. | Write arguments focused on discipline-specific content. |
| Discuss the relationship between American and European art. | 1. 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. |
| Discuss the role of the artist in society and the effect of changes in patronage upon the arts. | 2. 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. |
| Define Impressionism and Post-Impressionism. | 3. 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. |
| Identify key Impressionist and Post-Impressionist in visual art, music, literature, and theatre, including themes and subject matter. | 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| Identify key Realist and Naturalist works in literature, and theatre, including themes and subject matter. | 5. Provide a concluding statement or section that follows from or supports the argument presented. |
| Identify key works by Auguste Rodin. | 6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| Trace the development of architecture from Haussmann’s redesign of Paris through Art Nouveau. | 7. 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. |
| Explain the qualities of Impressionism evident in Debussy’s music. | |
| Discuss developments in philosophy and psychological theory; and the effects of these developments upon fin-de-siècle art and culture. | |

The enlightenment -- Philosophy of the State -- The French Revolution -- Rights of women -- the problem of population -- landscape painting -- English romanticism -- Modern warfare -- German Romanticism -- Imperialism -- Communism -- opening of Japan -- Evolution -- Impressionism -- the new sculpture
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| To develop student interaction in the Socratic Method via classroom discussion - using cards with prompts for courtesy during debate and discussion of teacher generated questions. | 8. **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. |
| To comprehend how art, literature, science, music, and philosophy has affected and effected history and human culture over time, including the present day. | 9. **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. |
| Cause and effect factors of individuals and groups. | 10. **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. |
| The humans need to create more than themselves. | **11. e.** 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). |

**KEY TERMS**


| 12. **3.** (See note; not applicable as a separate requirement) | 13. **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 14. **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. | 15. **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. |
| 16. **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. | 17. **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. |
| 18. **9.** Draw evidence from informational texts to support analysis, reflection, and research. | 19. **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. |
Strand: History Seminar (Humanities) Honors

Topic: CHINESE CIVILIZATION AFTER THE THIRTEENTH CENTURY and JAPANESE CIVILIZATION AFTER THE FIFTEENTH CENTURY

Content Statements:

LATER CHINESE CULTURE An isolated China reluctantly absorbs Western ideas
LATER JAPANESE CULTURE Japan carefully gleans from the West what will make it an international power while maintaining its own cultural identity

Content Elaborations:

- Revisit Asian cultures in relation to western time line.
  - Recognize and identify key Chinese works in visual art, architecture, music, literature and theatre, including themes and subject matter.
  - Trace the development of the arts of the China from the Yuan dynasty to the present.
  - Describe the transformation of Chinese painting and architecture.
  - Discuss the relationship between the political events in Chinese history and the arts.
  - Discuss the relationship between philosophical and political systems and Chinese arts.
  - Recognize and identify key Japanese works in visual art, architecture, music, literature and theatre, including themes and subject matter.
  - Trace the development of the arts of Japan from the fifteenth century to the present.
  - Describe the transformation of uniquely Japanese art forms.

Common Core Literacy Standards for Social Studies Grades 6 – 12:

Content Specific Reading Standards:

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

KEY TERMS
Literati, wet-brush, Hsi-wen, ‘ei-chu, technique, Ching-his, sheng ch’ou ti tan ching, shogun, koan, samisem, taiko, ukiyo-e o-tsuzumi, Noh Kabuki, daimyo ji, anime, Shinto, hayashi, maika, kami, shakuhachi, geisha, ink-style painting, haiku, o-tsuzumi, Bunraku, ko-tsuzumi, samari, Shoganate, biwa, nokan, zazen

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Content Specific Writing Standards:
Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.
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9. 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.

10. 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.

11. e. 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).

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

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 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.

15. 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.

16. 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.

17. 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.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
Strand: History Seminar (Humanities) Honors

Topic: EARLY TWENTIETH CENTURY and MID-TWENTIETH CENTURY AND LATER

Content Statements:

NEW DIRECTIONS IN THE ARTS Picasso and Cubism impact the arts
THE GREAT WAR AND AFTER Art reflects changes in a civilization altered by war
REPRESSION AND DEPRESSION The Thirties: Global instability infuses the arts
WORLD WAR II AND AFTER The existential and the abstract change the face of the humanities
POP CULTURE Modern society and art exchange ideas and influences

Content Elaborations:

- Identify key European works in visual art, architecture, music, literature and theatre, including themes and subject matter.
- Identify key American works in visual art, architecture, music, literature and theatre, including themes and subject matter.
- Trace the development of European art from 1900 to the end of the Thirties.
- Trace the development of American art from 1900 to the end of the Thirties.
- Describe the relationship between American and European art from 1914 to 1940.
- Discuss the effects of Fascism upon the arts and culture of Europe.
- Discuss the effects of the Great Depression upon the arts and culture of America.
- Discuss the various roles of the artists in relation to society.
- Identify key works in visual art, architecture, music, literature and theatre in the post-war era.
- Trace the development of the arts from the end of World War II to approximately 1974.

Common Core Literacy Standards for Social Studies Grades 6 – 12:

Content Specific Reading Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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- Describe the effect of the war upon modern Europe and America, with emphasis on its effect on philosophy.
- Explain the effects of the war upon the art produced in America between 1945 and 1960.
- Describe the effects of the post-war economic recovery on European, Japanese and American culture and the arts.
- Discuss the relationship between the rise of pop culture and American art following 1960.
- Outline the philosophical or moral concepts underlying post-war developments in the arts.
- Discuss the roles of the artist in the different art movements.
- Explain the influences on music during the 1950s to the 1990s.

Psychoanalysis --the theory of relativity --Post-Impressionism --world war I --Dadaism -- women in Literature --Pacifism --the urban image --the holocaust --the atomic bomb -- Mohawks in the modern world --Post-War Japan --Modern fiction --Modern American Painting --African Literature --the meditative landscape

To develop student interaction in the Socratic Method via classroom discussion-using cards with prompts for courtesy during debate and discussion of teacher generated questions.

To comprehend how literature, science, art, music, and philosophy has affected and effected history and human culture over time, including the present day.

Cause and effect factors of individuals and groups.

The human need to create more than him or herself.

Content Specific Writing Standards:

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

7. 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.

8. 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.

9. 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.
KEY TERMS
Avant garde, Fauvism, Cubism, collage, Futurism, Simultaneism, German Expressionism, Dada, anti-art, Surrealism, automatism, De Stijl (Neo Plasticism), International style, Bauhaus, reinforced, concrete stream of consciousness, montage, atonality, Nazi, Lebensraum, Dust Bowl, Depression, jazz, riff, ragtime, syncopation, scat, swing, Existentialism, Abstract Expressionism, action painting, color field, assemblage, oral contraceptive, Pop Art, mobiles, Happening, Minimalism, Op Art, Beat

10. 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.

11. e. 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).

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

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 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.

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16. 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.

17. 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.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
Strand: History Seminar (Humanities) Honors

Topic: MODERN AFRICA AND LATIN AMERICA

Content Statements:
MODERN AFRICA The “Dark Continent” moves into the light of modern culture despite European attempts at colonialism
MODERN LATIN AMERICA Central American culture is enriched through a multiracial society composed of indigenous and colonial peoples

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit Africa and Latin America in time line with west.</td>
<td>Content Specific Reading Standards:</td>
</tr>
<tr>
<td>• Identify key modern African works in visual art, architecture, music, literature and theatre, including themes and subject matter.</td>
<td>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.</td>
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<td>• Identify key modern Latin American works in visual art, architecture, music, literature and theatre, including themes and subject matter.</td>
<td>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.</td>
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<td>• Trace the development of the arts of modern Africa from the pre-colonial era to the post-colonial era.</td>
<td>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
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<td>• Trace the development of the arts of modern Latin America from the pre-colonial era to the post-colonial era.</td>
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<td>• Describe the relationship between the Catholic Church and Latin American art and culture.</td>
<td>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.</td>
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<td>• Explain the relationship between colonialism and the art and culture of modern Africa and Latin America.</td>
<td>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
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<td>• Discuss the relationship between indigenous, traditional cultures of Africa and Latin America and modern African and Latin American art.</td>
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<td>--------------------------------------------------------------------------------------------------------</td>
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<td>Creole, hip life, polyrhythms, backbeat, Soukous, talking drum, Afrobeat, Santeria, samba, emirs, Negritude, Eurocentric, calypso, apartheid, al fresco, magic realism, gelede, pyroxylin, call-and-response format</td>
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<td>8. 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.</td>
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### Lancaster City Schools
Social Studies Course of Study
History Seminar H – Grades 11, 12

**Strand:** History Seminar (Humanities) Honors

**Topic:** **DIVERSITY IN CONTEMPORARY LIFE and 21st Century**

**Content Statements:**

- **DIVERSITY IN THE UNITED STATES** Women artists rise to prominence while the Internet connects the world
- **THE GLOBAL VILLAGE** Technology and reaching out to all the ends of the earth bring humanity together

**Content Elaborations:**

- Identify key contemporary works in visual art, architecture, music, literature and theatre, including themes and subject matter.
- Trace the development of the arts in the United States from 1975 to the present.
- Discuss the developments in worldwide art of the Global Village.
- Describe the relationship between political and social movements and the arts of the late twentieth century.
- Discuss the relationship between economic and market forces and the arts of the late twentieth century.
- Trace the relationship between structuralism and deconstruction and the arts.
- Discuss the changes in representation of artists from diverse backgrounds over the past three decades.

**The humanities now and in our future.**

**KEY TERMS**
- Postmodernism, Structuralism, Internet, Semiotics, Deconstruction, Globalization

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### Common Core Literacy Standards for Social Studies Grades 6 – 12:

**Content Specific Reading Standards:**

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

Write arguments focused on *discipline-specific content*.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

7. 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.

8. 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.

9. 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.
10. 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.

11. e. 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).

12. (See note; not applicable as a separate requirement)

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 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.

15. 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.

16. 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.

17. 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.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.
**Strand:** AP Economics

**Grade/Course:** 11

**Topic:** *Economic Decision Making and Skills*

Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.

**Content Statements:**
Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.

**Content Elaborations:**
To predict trends, make inferences and arrive at conclusions, economists analyze many different sources of data. For example, economists would use many sources of data (e.g., disposable income, quintiles of income distribution, stock prices, and inflation) for a study of the impact of a tax cut on consumer spending. Economists would use data appropriate to the study of the effect of falling gasoline prices on consumer driving habits or the effect of deficit spending during a recession.

**Expectations for Learning**
Using several sources of data, predict a trend, make an inference or arrive at a conclusion relating to an economic issue. Be able to use this information to evaluate economic enigmas and create an enigma presentation.

**Reading Standards for Literacy in Social Studies: Grade 11-12**

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. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
3. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing Standards for Literacy in Social Studies: Grade 12**

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
3. 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.
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**Strand:** AP Economics  
**Grade/Course:** 11

**Topic:** Basic Economic Concepts
Economics relies on the assumption of people being rational thinkers who follow basic economic concepts. These concepts can be used to analyze and predict behavior by individuals in microeconomics and by nations in macroeconomics.

<table>
<thead>
<tr>
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<tbody>
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<td>People abide by basic concepts and lines of reasoning in order to deal with the problem of scarcity. Resources are scarce and thus force us to make decisions based on opportunity costs.</td>
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<th>Content Elaborations:</th>
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<td>Due to limited resources, households, businesses, and governments must make decisions based on opportunity costs. To make the best possible decisions, individuals are assumed to act rationally while using the following concepts:</td>
</tr>
<tr>
<td>1. Scarcity forces tradeoffs</td>
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<td>2. Cost versus benefit</td>
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<tr>
<td>3. Thinking at the margin</td>
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<tr>
<td>4. Incentives matter</td>
</tr>
<tr>
<td>5. Future consequences count</td>
</tr>
<tr>
<td>6. Markets coordinate trade</td>
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<tr>
<td>7. Trade is mutually advantageous</td>
</tr>
</tbody>
</table>

**Expectations for Learning**
Students will use economic concepts and rational thinking in order to analyze economic enigmas. They will then use the concepts to discover economic enigmas that exist in the real world.

**Reading Standards for Literacy in Social Studies: Grade 11-12**
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. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
3. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing Standards for Literacy in Social Studies: Grade 12**
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. 
7. Conduct 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. 
9. 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
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Topic: Basic Economic Concepts
Economics relies on the assumption of people being rational thinkers who follow basic economic concepts. These concepts can be used to analyze and predict behavior by individuals in microeconomics and by nations in macroeconomics.

Content Statements:
In a free market economy the tools of supply and demand are used to analyze changes in markets that evolve from decision making. Increased control by governments can change the analysis of these markets.

Content Elaborations:
The study of economics relies heavily on comprehension and analysis of graphs and models. Students will develop the ability to correctly read supply and demand graphs, production possibility curves and business cycles. In a free market competition among sellers guides supply and demand in order to achieve the goals of sellers. In other economic systems government control can greatly alter supply and demand through the use price ceilings or price floors. Understanding the differences between economic systems allows for evaluation of those systems.

Expectations for Learning
Students will analyze economic scenarios to determine changes in markets, production possibility curves, and business cycles. Through analysis students will evaluate choices made by individuals, businesses, and governments.

Reading Standards for Literacy in Social Studies: Grade 11-12
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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence

Writing Standards for Literacy in Social Studies: Grade 12
1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
### Topic: Measurement of Economic Performance

The circular flow model provides a way to understand the overall economy. Economists use various standards to measure the performance of an economy.

### Content Statements:

The circular flow model contains four main sectors: households, firms, goods market, and factor markets. The model can also illustrate the involvement of government, banks, and foreign markets. An understanding of these sectors and their interrelations provides a background for economic study.

### Content Elaborations:

Students will solidify their understanding of a market by analyzing exchanges between households and firms. The exchanges illustrate the money flow existing in the economy and provide an understanding of the relationship between governments, businesses, individuals, banks, and foreign powers. By studying the money flow students will be introduced to the four expenditures that compose our GDP and thus show us the growth or decline of our economy. These expenditures are consumption, investments, government, and net exports. An understanding of these concepts will provide a platform from which to measure the performance of an economy.

### Expectations for Learning

Students will be able to illustrate the money flow while describing exchanges between circular flow entities. They will explain how markets guide the flow through the circular flow.

### Reading Standards for Literacy in Social Studies: Grade 11-12

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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 markets are described in the circular flow model).
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

### Writing Standards for Literacy in Social Studies: Grade 12

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
### Content Statements:

By calculating expenditures or incomes economists determine GDP. Real and nominal values of GDP show economic growth or decline. This allows for analysis of trends over time.

### Content Elaborations:

GDP is calculated using two approaches. One is through calculating expenditures while the other calculates for income. The discrepancy between these two approaches provides insight into an economy's black market and inefficiencies. By changing the prices used in these calculations real and nominal values can be determined, which reveals levels of inflation through the GDP deflator. While real GDP can show inflation it does not provide an accurate picture for a nation's standard of living.

### Expectations for Learning

Students will be able to calculate real and nominal GDP values from multiple real world sources. They will understand the components of GDP. Inflation will be discerned from calculated data. Students will evaluate real GDP per person as a measure for standard of living.

### Reading Standards for Literacy in Social Studies: Grade 11-12

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### Writing Standards for Literacy in Social Studies: Grade 12

1. Write arguments focused on discipline-specific content.

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.
### Topic: Measurement of Economic Performance

The circular flow model provides a way to understand the overall economy. Economists use various standards to measure the performance of an economy.

#### Content Statements:

Unemployment allows for analysis of an economy's labor resource. Through its study natural unemployment can be discerned and thus allow us to determine potential GDP. By comparing natural unemployment with current unemployment the performance of the economy is further revealed.

#### Content Elaborations:

Unemployment can only be determined through the measurement of nation's working age population, labor force, and number of unemployed. Criticisms exist about the calculation of unemployment rates due to entry and exit of labor force members. Through the study of the four types of unemployment (cyclical, structural, seasonal, and frictional) economists determine a natural rate of turnover in jobs. This natural rate determines potential GDP, which in turn acts as a benchmark for economic performance. Factors affect the natural rate of unemployment such as changes in an economy's population, demographics, and labor types. Different policy measures are enacted to solve different unemployment types. These solutions can be illustrated using the labor market, which also provides for analysis of the natural unemployment rate.

#### Expectations for Learning

Students will calculate unemployment rates and evaluate the effectiveness of those measurements. They will also discern types of unemployment from economic scenarios while describing and evaluating efforts to solve those types of unemployment. The connection between natural unemployment and potential GDP will be explained while being able to illustrate changes in the labor market.

#### Reading Standards for Literacy in Social Studies: Grade 11-12

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.
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**Topic: Measurement of Economic Performance**

The circular flow model provides a way to understand the overall economy. Economists use various standards to measure the performance of an economy.

**Content Statements:**

The main price indices through which inflation is studied are the Consumer Prices Index and GDP deflator. These indices allow for the conversion of nominal values into real values and past prices into current prices. Inflation also has many costs that affect individuals.

**Content Elaborations:**

Inflation is the increase in prices that occurs naturally over time in an economy due to economic growth. Deflation and stagflation also occur but are rare. Several methods are used to determine inflation. Specifically the course will study the Consumer Price Index and the GDP deflator. The consumer price index uses the market basket approach to determine the change in prices while the GDP deflator calculates inflation through observation of real GDP over time. Both methods have problems such as commodity and outlet biases for the consumer price index while the GDP deflator is not specific in its measurements. Through the application of inflation results economists can convert nominal values into real values and past prices into current prices as a way to study economic performance over time. Inflation has many costs which decreases potential GDP, slows economic growth, and consumes leisure time. These costs are:

- Tax costs
- Shoe leather costs
- Confusion costs
- Uncertainty costs

**Expectations for Learning**

Students will describe the indices used for inflation calculation and be able to determine inflation rates. Values and prices will be converted using index information. The effects of inflation will be evaluated.

**Reading Standards for Literacy in Social Studies: Grade 11-12**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Writing Standards for Literacy in Social Studies: Grade 12**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<th>Strand: AP Economics</th>
<th>Grade/Course: 11</th>
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<td><strong>Topic:</strong> National Income and Price Determination</td>
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Aggregate supply and aggregate demand determine national output and the general price level while allowing for analysis and evaluation of public policies. |
| **Content Statements:** | 
Aggregate supply and aggregate demand analysis begins with a general discussion of the shape of as and ad curves. Detailed studies of aggregate demand should define its components and how those changes affect the curve. The difference between aggregate supply in the short and long runs should be described. |
| **Content Elaborations:** | 
Aggregate supply and aggregate demand provide an overview of the economy. The specific shapes of aggregate supply and aggregate demand curves coincide with laws of supply and demand. The determinants of aggregate demand are consumption, investment, government spending, and net exports. Changes in these determinants and other economic occurrences affect the aggregate demand curve. Aggregate supply depends on labor employed, capital, technology, land and natural resources and entrepreneurial talent. It is further influenced by factors such as the money wage rate and money prices. There is a difference between short run aggregate supply and long run aggregate supply with the long run coinciding with potential GDP and natural unemployment. Aggregate supply and aggregate demand are used to determine equilibrium income and price levels in the short and long runs. |
| **Expectations for Learning** | 
Students will describe aggregate demand and aggregate supply while also being able to illustrate and analyze changes in the economy using the AS-AD model. The difference between long run and short run aggregate supply will be discussed. |
| **Reading Standards for Literacy in Social Studies: Grade 11-12** | 
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. |
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). |
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<td>An initial change in aggregate demand will play out in the economy to produce additional changes in expenditures. This spending multiplier is illustrated through the AS-AD model and used to evaluate policy decisions. Crowding out results from saving or dissaving by the government and changes the impact of the multiplier. Changes in components of aggregate supply are subject to human behavior that results in slower changes than expected. This occurrence is known as sticky prices and sticky wages. An initial change will take time to play out through the economy in a process similar to the multiplier process. Wages and prices will tend to “stick” to their initial level despite incentives to change. Only through time will prices and wages change to their appropriate level.</td>
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<td>Students will be able to describe relationships between the spending multiplier and crowding out. They will also be able to explain why sticky prices and sticky wages exist.</td>
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<td>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
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** Strand: AP Economics**

**Grade/Course: 11**

**Topic:** Financial Sector

The financial system is coordinated by the Federal Reserve system, which operates separately from the government. It operates with its own markets and rules in an effort to guide economic conditions.

**Content Statements:**

Money has specific characteristics that allow it to be used within an economy. Savings and investments also have their own characteristics that differentiate them from money and make some more appealing in different circumstances.

**Content Elaborations:**

Money must meet six characteristics to be considered money.

- Uniform
- Acceptable
- Limited amount
- Portable
- Divisible
- Durable

Since money, when held as money, loses value to inflation people save or invest their money to minimize losses. The goals of an individual decide the saving or investment that would work best. Savings and investments include:

- Bonds
- CD’s
- Stocks
- Short term securities

Having a diverse system of savings and investments protects against risks and grants an individual the best chance of a positive outcome.

Banks keep track of assets and liabilities through balance sheets.

**Expectations for Learning**

Students will explain the difference between money and types of savings/investments. They will evaluate the credibility of savings and investments in order to develop a strategy for a personal financial plan and use a balance sheet to record bank information.

**Reading Standards for Literacy in Social Studies: Grade 11-12**

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.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing Standards for Literacy in Social Studies: Grade 12**

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.

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 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.
<table>
<thead>
<tr>
<th>Topic: Financial Sector</th>
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<tbody>
<tr>
<td>The financial system is coordinated by the Federal Reserve system, which operates separately from the government. It operates with its own markets and rules in an effort to guide economic conditions.</td>
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<tr>
<th>Content Statements:</th>
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<tr>
<td>The structure of the Federal Reserve System provides for control of the money market and limited influence on the loanable funds market. There is a difference between these two markets.</td>
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<table>
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<th>Content Elaborations:</th>
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<td>The pyramid structure of the Federal Reserve System places the Federal Reserve at the top with regional reserves and commercial banks below the Federal Reserve. The Fed’s policies affect how banks will handle their money. These policies can be evaluated through the use of the money market. Money demanded is the amount of cash that individuals wish to use in the economy while money supplied is the amount of cash available to those individuals. Changes in money demanded depend on the price level, real GDP, and financial technology. Changes in money supplied depend on the actions of the banking system such as required reserves, discount rate, and open market operations. Changes in money supplied and money demanded in turn change interest rates. The Fed has no direct control over interest rates but affects it through the use of monetary policies. Equilibrium in the money market determines the equilibrium interest rate. Changes in the interest rate link the money market with changes in aggregate demand and thus real output and price level. While the money market illustrates demand and supply for cash, the loanable funds market illustrates the desire to save or invest. These desires are dependent on interest rates that are affected by monetary policy. Objective and subjective influences change demand for loanable funds while disposable income, buying power of net assets, and expectations of future income change supply of loanable funds. The loanable funds market also provides a determinant of the real interest rate.</td>
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<th>Expectations for Learning</th>
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<td>Students will understand the nature of the money market and the loanable funds market. They will explain the differences between the two and their role in determining interest rates.</td>
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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.
Topic: Financial Sector
The financial system is coordinated by the Federal Reserve system, which operates separately from the government. It operates with its own markets and rules in an effort to guide economic conditions.

Content Statements:
The Federal Reserve uses multiple tools to impact the money supply and thus interest rates.

Content Elaborations:
The Fed uses three main tools to influence the money market: required reserve ratio, discount rate, and open market operations. To fully understand these tools students need a thorough understanding of multiple deposit expansion, money creation, treasury accounts, and the money multiplier. Initial changes to the three policy tools are analyzed and evaluated by considering outcomes determined by the money multiplier. An understanding of real and nominal interest rates helps in this evaluation and analysis by showing the effect of inflation. Monetary policies are used to alter inflation while also combating other economic issues such as consumer confidence and business investments.

Expectations for Learning
Students will explain the three monetary tools and analyze their impact on the economy. They will account for money multiplier processes.

Reading Standards for Literacy in Social Studies: Grade 11-12
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 the board of governors defines expansionary policy through its policies).
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.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in Social Studies: Grade 12
1. Write arguments focused on discipline-specific content.
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.
Inflation and unemployment compose a policy tradeoff. This trade off is managed through fiscal policies enacted by the government and monetary policies enacted by the Federal Reserve.

Content Statements:
Fiscal policy consists of taxing and expenditures performed by the government. These policies affect aggregate demand and aggregate supply, which in turn affects inflation and unemployment. The connection between inflation and unemployment can be illustrated using the short and long run Phillip's curve.

Content Elaborations:
Governments tax their citizens in order to provide fund the operation of government. The level of taxes and spending greatly affect aggregate supply and aggregate demand in an economy by providing positive and negative incentives to economic activity. Examples include the effects of high unemployment benefits, government grants and subsidies, and research and development. By changing fiscal policies governments can aim to expand or slow economic growth. Three theories account for government policies
- Classical
- Keynesian
- Supply side
These theories provide guidelines for issuing and evaluating government policies. Government tactics such as deficit spending and crowding out are also implemented to enact change.

The outcome of government policies can be evaluated through the analysis of aggregate demand and aggregate supply and can also be discussed through interpreting changes in the Phillip’s curve. The Phillip’s curve provides a rough estimate of how policies will affect the tradeoff between inflation and unemployment. The long run Phillip’s curve is different than the short run and coincides with natural unemployment and thus potential GDP.

Expectations for Learning
Students will explain the nature of fiscal policy while evaluating specific fiscal actions through analysis of aggregate demand and aggregate supply. The Phillip’s curve will be adjusted to provide further details of the analysis.

Reading Standards for Literacy in Social Studies: Grade 11-12
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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

Writing Standards for Literacy in Social Studies: Grade 12
4. 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.
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
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| **Topic:** Inflation, Unemployment, and stabilization policies  
Inflation and unemployment compose a policy tradeoff. This trade off is managed through fiscal policies enacted by the government and monetary policies enacted by the Federal Reserve.  

**Content Statements:**  
Monetary policies play an important role in combating inflation and unemployment. They are a stabilizing force that acts in conjunction with fiscal policies to create an overall economic strategy. Monetary policies function differently than fiscal policies.  

**Content Elaborations:**  
Monetary policies provide tools to affect economic conditions. When compared with fiscal policies both work differently but are combined into one economic strategy. Thus expansionary and contractionary policies involve both fiscal and monetary tactics. The difference between incentives provided by fiscal policies and changes in money supply provided by monetary policies should be understood and their relevance evaluated. Policies are enacted in regards to certain expectations that stem from inflation, supply shocks, national debt, interest rates, and short and long run outcomes. Appropriate comprehension of the relationship between fiscal and monetary outcomes in light of short run and long run expectations is necessary.  

Expectations for Learning  
Students will differentiate monetary and fiscal policies. They will create a comprehensive economic strategy based on short run and long run expectations of a healthy economy. The strategy will be evaluated using the AS-AD model and the Phillip’s curve.  

**Reading Standards for Literacy in Social Studies: Grade 11-12**  
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.  
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  
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**Writing Standards for Literacy in Social Studies: Grade 12**  
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**Topic:** Economic Growth

Long run economic growth is the goal of a stable economy. They aim to influence growth by affecting specific components, which in turn affect aggregate supply and aggregate demand.

**Content Statements:**

An introduction of the framework for economic growth consists of several components. This in turn leads to increased standards of living. Several theories on the limits of economic growth exist.

**Content Elaborations:**

Several theories have existed for the limits of economic growth. The theories include:

- Classical
- Neoclassical
- New growth

Analysis of the evolution of these theories shows changes in economic thinking through time. The analysis also enables for the understanding of the components of economic growth. These components include:

- Productivity and aggregate hours
- Investment
- Human capital
- Physical capital
- Technology
- Research and development

These determinants provide key points from which to measure economic growth while also allowing for direction in creating policies to improve economic growth.

**Expectations for Learning**

Students will describe economic growth theories and discuss the evolution of those theories over time. They will discern from those theories the components of economic growth and evaluate the roles of those components.

**Reading Standards for Literacy in Social Studies: Grade 11-12**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

**Writing Standards for Literacy in Social Studies: Grade 12**

1. Write arguments focused on *discipline-specific content.*

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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<td>Fiscal and monetary policies are used to promote long run economic growth. Both sets of policies have costs and benefits. Costs and benefits are constantly evaluated and altered in order to create the most beneficial conditions for economic expectations.</td>
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<td>Fiscal and monetary policy both has specific abilities in promoting economic growth. While government actions can be entrenched within specific growth activities (such as research and development grants or subsidies to industries) monetary policy is better suited to macroeconomic stabilization. However, its affect on interest rates can indirectly provide an atmosphere for growth. Beliefs exist on policy rules for monetary policy such as discretionary policies, fixed rule policies, and feedback rule policies. Such approaches aim to stabilize demand and supply shocks while also aiming to provide appropriate incentives and environments for economic growth. The validity of these approaches can be viewed through outcomes on the economy such as real GDP per person, emerging technologies, and investment and savings.</td>
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<td>Students will evaluate the ability of fiscal and monetary policies in promoting economic growth and illustrate outcomes through the use of multiple markets. After evaluation students will create strategies for the appropriate use of policies based on economic expectations.</td>
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# Open Economy: International Trade and Finance

Economies interact with foreign economies through goods and financial markets. These transactions are recorded through balance of payments and exchange markets.

**Content Statements:**
International trade is determined by trade agreements and governmental policies. Policies are based on absolute and comparative advantages. Comparative advantages are based on opportunity costs.

**Content Elaborations:**
Open trade between countries allows for the most efficient allocation of resources. As such government entities like the World Trade Organization have moved to integrate international trade through varying agreements such as NAFTA, CAFTA, and APEC. These aim to eradicate tariffs and other barriers to trade. By ridding trade of negative incentives nations are better able to allocate resources based on comparative advantages. In turn aggregate demand and aggregate supply change resulting in better equilibrium price level and output for each individual country, while also increasing production possibilities. Comparative advantage decisions are based on opportunity costs in much the same way as individuals determine courses of action based on trade offs and opportunity costs.

**Expectations for Learning**
Students will describe barriers to trade and explain reasons countries work towards free trade. They will also provide insight towards these goals through citation of international trade agreements and entities.

**Reading Standards for Literacy in Social Studies: Grade 11-12**

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.

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.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing Standards for Literacy in Social Studies: Grade 12**

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. |
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<th>Strand: AP Economics</th>
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| **Topic:** Open Economy: International Trade and Finance  
Economies interact with foreign economies through goods and financial markets. These transactions are recorded through balance of payments and exchange markets. |
| **Content Statements:**  
Countries financial transactions are recorded in balance of payment accounts. These accounts act as a record of international trading, borrowing and lending. |
| **Content Elaborations:**  
Goods and finances are traded between nations daily and records of such transactions are kept in balance of payment accounts. These accounts consist of:  
- Current capital  
- Capital accounts  
- Official settlements accounts  
The balance of these accounts determines debtor and creditor nations while also implying changes to the foreign exchange market. Balance of payment accounts also illustrate net export changes and thus play a role in aggregate demand and GDP.  
**Expectations for Learning**  
Students will describe component accounts in the balance of payment account. They will determine the impact of these accounts on net exports and thus aggregate demand and GDP. |
<p>| <strong>Reading Standards for Literacy in Social Studies: Grade 11-12</strong> |
| 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. |
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| <strong>Writing Standards for Literacy in Social Studies: Grade 12</strong> |
| 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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### Content Elaborations:

The foreign exchange market determines equilibrium exchange rates that in turn affect international trade. Market forces and public policy, such as subsidies, interest rates, and tariffs, affect currency demand and currency supply. This leads to appreciation and depreciation. Changing exchange rates in turn affect a country's net exports and thus impact aggregate demand and GDP. Changes in net exports and capital flows in turn affect financial and goods markets.

### Expectations for Learning

Students will describe the set up of the foreign exchange market. They will illustrate market forces in the foreign exchange market and determine the effects of those forces on other aspects of the economy, such as the AS-AD model or loanable funds market.

### Reading Standards for Literacy in Social Studies: Grade 11-12

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Writing Standards for Literacy in Social Studies: Grade 12

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
3. 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.
### Strand: AP European History
#### Grade/Course: 10-12

**Topic:** Recovery and Rebirth: The Age of the Renaissance And Reformation and Religious Warfare in the Sixteenth Century

#### Content Statements:

- The characteristics that distinguish the Renaissance from the Middle Ages
- The major social changes that occurred in the Renaissance
- The works of Machiavelli, and how they reflected the political realities of Renaissance Italy
- The chief characteristics of Humanism
- The chief characteristics of Renaissance art in Italy
- The “new monarchies” or “Renaissance states” of the late 15th century
- The policies of the Renaissance popes, and the impact these policies had on the Catholic church
- How Renaissance art, and the Humanist movement, reflected the political, economic, and social developments of the period
- The chief ideas of the Christian humanists
- Martin Luther’s main disagreements with the Roman Catholic church
- The chief tenets of Zwinglianism, Anabaptism, Anglicanism, and Calvinism
- The social impact of the Protestant Reformation
- The measure taken by the Roman Catholic Church to reform itself, and to combat Protestantism
- The role of politics, economic and social conditions, and religion in the European wars of the 16th century
- The main tenets of the Protestant groups, and how they differed from each other, and from Catholicism

#### Content Elaborations:

I. **Meaning and Characteristics of the Italian Renaissance**

1. Renaissance = Rebirth
2. Jacob Burckhardt
   a. *Civilization of the*
3. Renaissance in Italy (1860)
4. Urban Society
5. Age of Recovery
6. Rebirth of Greco-Roman culture
7. Emphasis on individual ability

#### Common Core Literacy Standards for Social Studies Grades 6 – 12:

All Standards listed in all Strands, all strands that contain only specific reading and writing standards for each will be in bold-italics.

**Content Specific Reading Standards:**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details
II. The Making of Renaissance Society

A. Economic Recovery
   1. Italian cities lose economic supremacy
   2. Hanseatic League
   3. Manufacturing
      a. Textiles, printing, mining and metallurgy
   4. Banking
      a. Florence and the Medici

III. Social Changes in the Renaissance

A. The Nobility
   1. Reconstruction of the aristocracy
   2. Aristocracy: 2 – 3 percent of the population

B. Baldassare Castiglione (1478 – 1529)
   1. *The Book of the Courtier* (1528)
   2. Service to the prince

IV. Peasants and Townspeople

A. Peasants
   1. Peasants: 85 – 90 percent of population
   2. Decline of manorial system and serfdom

B. Urban Society
   1. Patricians
   2. Petty burghers, shopkeepers, artisans, guildmasters, and guildsmen
   3. The poor and unemployed
   4. Slaves

V. Family and Marriage in Renaissance Italy

to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them.
A. Husbands and Wives
1. Arranged Marriages
2. Husband head of household
3. Wife managed household
B. Children
1. Childbirth
C. Sexual Norms

VI. The Italian States in the Renaissance
A. Five Major Powers
1. Milan
2. Venice
3. Florence
   a. The Medici
4. The Papal States
5. Kingdom of Naples
B. Independent City-States
1. Mantua
2. Ferrara
3. Urbino
C. The Role of Women
D. Warfare in Italy
   1. Struggle between France and Spain
      2. Invasion and division

VII. The Birth of Modern Diplomacy
A. Modern diplomacy a product of Renaissance Italy
B. Changing concept of the ambassador
   1. Resident ambassadors
   2. Agents of the territorial state

VIII. Machiavelli and the New Statecraft
A. Niccolo Machiavelli (1469 – 1527)
   1. *The Prince*

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Write arguments focused on discipline-specific content.

1. 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.
2. 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.
3. 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.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in
2. Acquisition, maintenance and expansion of political power
3. Cesare Borgia

IX. Italian Renaissance Humanism
   A. Classical Revival
   B. Petrarch (1304 – 1374)
   C. Humanism in Fifteenth-Century Italy
      1. Leonardo Bruni (1370 – 1444)
         a. New Cicero
      2. Lorenzo Valla (1407 – 1457)
   D. Humanism and Philosophy
      1. Marsilio Ficino (1433 – 1499)
         a. Translates Plato’s dialogues
         b. Synthesis of Christianity and Platonism
   E. Renaissance Hermeticism
      1. Ficino, *Corpus Hermeticum*
      2. Giovanni Pico della Mirandola (1463 – 1494), *Oration on the Dignity of Man*

X. Education, History, and the Impact of Printing
   A. Education in the Renaissance
      1. Liberal Studies: history, moral philosophy, eloquence (rhetoric), letters (grammar and logic), poetry, mathematics, astronomy and music
      2. Education of women
      3. Aim of education was to create a complete citizen

which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

7. 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.

8. 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.

9. 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.

10.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.
B. Humanism and History
   1. Secularization
   2. Guicciardini (1483 – 1540), History of Italy, History of Florence

C. The Impact of Printing
   1. Johannes Gutenberg
      a. Movable type (1445 – 1450)
      b. Gutenberg’s Bible (1455 or 1456)
   2. The spread of printing

XI. Art in the Early Renaissance
   A. Masaccio (1401 – 1428)
   B. Perspective and Organization
   C. Movement and Anatomical Structure
   D. Paolo Uccello (1397 – 1475)
      1. The Martyrdom of Saint Sebastian
   E. Sandro Botticelli (1445 – 1510)
      1. Primavera
   F. Donato di Donatello (1386 – 1466)
      1. David
   G. Filippo Brunelleschi (1377 – 1446)
      1. The Cathedral of Florence
      2. Church of San Lorenzo

XII. The Artistic High Renaissance
   A. Leonardo da Vinci (1452 – 1519)
      1. Last Supper
   B. Raphael (1483 – 1520)
      1. School of Athens
   C. Michelangelo (1475 – 1564)
      1. The Sistine Chapel

XIII. 

11.e. 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).
12.3. (See note; not applicable as a separate requirement)
13.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
14.5. 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.
15.6. 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.
16.7. 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.
17.8. 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
The Artist and Social Status

A. Early Renaissance
   1. Artists as craftsmen

B. High Renaissance
   2. Artists as heroes

XIV. The Northern Artistic Renaissance

A. Jan van Eyck (c. 1380 – 1441)
   1. Giovanni Arnolfini and His Bride
B. Albrecht Dürer (1471 – 1528)
   1. Adoration of the Magi

XV. Music in the Renaissance

A. Burgundy

B. Guillaume Dufay (c. 1400 – 1474)

C. The Renaissance Madrigal

XVI. The European State in the Renaissance

A. The Renaissance State in Western Europe
   1. France
      a. Louis XI the Spider King (1461 – 1483)
   2. England
      a. War of the Roses
      b. Henry VII Tudor (1485 – 1509)
   3. Spain
      a. Unification of Castile and Aragón
      b. Establishment of professional royal army
      c. Religious uniformity
      d. The Inquisition
      e. Conquest of Granada
      f. Expulsion of the

selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.

Content Specific Writing Standards:

College and Career readiness anchor Standards for reading

The grades 6–12 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 inferences from it; cite specific textual evidence when writing or speaking to support
XVII. Jews
Central, Eastern, and Ottoman Empires

A. Central Europe: The Holy Roman Empire
   1. Habsburg Dynasty
   2. Maximilian I (1493 – 1519)
B. The Struggle for Strong Monarchy in Eastern Europe
   1. Poland
   2. Hungary
   3. Russia
C. The Ottoman Turks and the End of the Byzantine Empire
   1. Seljuk Turks spread into Byzantine territory
   2. Constantinople falls to the Turks (1453)

XVIII. The Church in the Renaissance

A. The Problems of Heresy and Reform
   1. John Wycliff (c. 1328 – 1384) and Lollardy
   2. John Hus (1374 – 1415)
      a. Urged the elimination of worldliness and corruption of the clergy
      b. Burned at the stake (1415)
   3. Church Councils
   4. The Papacy
B. The Renaissance Papacy
   1. Julius II (1503 – 1513)
      a. “Warrior Pope”
   2. Nepotism
   3. Patrons of Culture
      a. Leo X (1513 – 1521)
I. Prelude to Reformation

conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; 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 as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or
A. Christian or Northern Renaissance Humanism
   1. Christian Humanists
   2. Desiderius Erasmus (1466 – 1536)
      a. *Handbook of the Christian Knight* (1503)
      b. “The Philosophy of Christ”
      c. *The Praise of Folly* (1511)
      d. Wanted reform from within the church
   3. Thomas More (1478 - 1535)
      a. *Utopia* (1516)
      b. Conflict with Henry VIII

II. Church and Religion on the Eve of the Reformation
   A. Corruption
   B. Widespread desire for meaningful religious expression
   C. “Modern Devotion”
      1. Thomas à Kempis, *The Imitation of Christ*
   D. Catholic calls for reform

III. The Early Luther
   A. Early Life
      1. Education in law
      2. Joins Augustinian Hermits
      3. Struggle to achieve spiritual certainty
   B. The Indulgence Controversy
      1. Jubilee indulgence
      2. Ninety-Five Theses
      3. Hus and the Council of Constance
   C. The Quickening Rebellion
      1. 1519: Leipzig Debate

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

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**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
2. 1520: Luther moves toward break with Rome
3. 1521: Luther excommunicated, summoned to Diet of Worms, and declared an outlaw

IV. The Rise of Lutheranism
   A. Spread through Germany
   B. Dissent from the Humanists
   C. The Peasants’ War (1524)
      1. Thomas Müntzer
      2. Against the Robbing and Murdering Hordes of Peasants

V. Organizing the Church
   A. Doctrinal Issues
      1. Justification by faith
      2. Transubstantiation
      3. Authority of Scripture
      4. “Priesthood of all believers”
   B. State Churches
   C. New Religious Services

VI. Germany and the Reformation: Religion and Politics
   A. Charles V, Holy Roman Emperor (1519 – 1556)
   B. Francis I of France (1515 – 1547)
   C. Habsburg – Valois Wars (1521 – 1544)
      1. Pope Clement VII (1523 – 1534) sides with Francis I
   D. The Ottoman Empire
      1. Suleiman the Magnificent (1520 – 1566)
   E. Germany’s fragmented political power
   F. Peace of Augsburg (1555)
      1. Division of Christianity

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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 Writing.
VII. The Spread of the Protestant Reformation

A. Lutheranism in Scandinavia
   1. Disintegration of Denmark, Norway, Sweden union
   2. Development of Lutheran national churches

B. The Zwinglian Reformation
   1. Swiss Confederation
   2. Ulrich Zwingli (1484 – 1531)
      a. Unrest in Zurich
      b. Seeks alliance with German reformers
   3. Swiss Civil War

VIII. The Radical Reformation: The Anabaptists

A. Church was a voluntary association of believers
B. Adult baptism
C. Practices
D. Separation of Church and State

E. Swiss Brethren
F. Anabaptists persecuted
G. Menno Simons (1496 – 1561)
   1. Separation from the World
   2. Mennonites

IX. The Reformation in England

A. Henry VIII (1509 – 1547)
B. Catherine of Aragón (First Wife)
C. Henry seeks to dissolve marriage
D. Anne Boleyn (Second Wife)
   1. Elizabeth I
E. Act of Supremacy (1534)
<table>
<thead>
<tr>
<th></th>
<th>F. Thomas Cramner, Archbishop of Canterbury</th>
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<tbody>
<tr>
<td>G.</td>
<td>Edward VI (1547 – 1553)</td>
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<td>H.</td>
<td>Mary I, “Bloody Mary” (1553 – 1558)</td>
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<tr>
<td></td>
<td>1. Intends to restore Catholicism to England</td>
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<td>2. Alliance with Spain</td>
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<tr>
<th>X.</th>
<th>John Calvin and the Development of Calvinism</th>
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<tbody>
<tr>
<td></td>
<td>A. John Calvin (1509 – 1564)</td>
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<tr>
<td></td>
<td>B. Institutes of Christian Religion (1536)</td>
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<td></td>
<td>C. Predestination</td>
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<td></td>
<td>D. Calvinism: militant form of Protestantism</td>
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<td></td>
<td>E. Two Sacraments</td>
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<tr>
<td></td>
<td>1. Baptism</td>
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<td>2. The Lord’s Supper</td>
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<td></td>
<td>F. Geneva</td>
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<td>1. Consistory</td>
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<tr>
<th>XI.</th>
<th>The Social Impact of the Protestant Reformation</th>
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<tbody>
<tr>
<td>A.</td>
<td>The Family</td>
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<td></td>
<td>1. Marriage and sex</td>
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<td></td>
<td>2. Positive family</td>
</tr>
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<td></td>
<td>3. Women’s roles</td>
</tr>
<tr>
<td></td>
<td>a. Women left with few alternatives in Protestantism</td>
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<tr>
<td>B.</td>
<td>Education in the Reformation</td>
</tr>
<tr>
<td></td>
<td>1. Protestant schools</td>
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<td></td>
<td>2. State education</td>
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<td>3. The gymnasium</td>
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<td>C.</td>
<td>Religions Practices and Popular Culture</td>
</tr>
<tr>
<td></td>
<td>1. Changes in religious practices</td>
</tr>
<tr>
<td></td>
<td>2. Changes in forms of entertainment</td>
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<tr>
<th>XII.</th>
<th>The Catholic Reformation</th>
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### A. Old and New
1. Emergence of new female mysticism
2. Regeneration of religious orders
3. Creation of new religious orders

### B. The Society of Jesus
1. Ignatius of Loyola (1491–1556)
   a. The Spiritual Exercises
2. Jesuits recognized as a religious order (1540)
   a. Absolute obedience to the papacy
3. Three major objectives of Jesuits
   a. Education crucial to combating Protestantism
   b. Propagation of Catholic faith among non-Catholics
   c. Fight Protestantism

### XIII. A Revived Papacy

#### A. Pope Paul III (1534 – 1549)
1. Reform Commission (1535 – 1537)
2. Recognized Jesuits
3. Roman Inquisition (1542)

#### B. Pope Paul IV (1555 – 1559)
1. Index of Forbidden Books

### XIV. The Council of Trent

#### A. Met intermittently from 1545 – 1563
#### B. Divisions between moderates and conservatives
#### C. Reaffirmed traditional Catholic teachings
1. Scripture and Tradition
2. Faith and Good Works
3. Sacraments

XV. Politics and the Wars of Religion in the Sixteenth Century

A. The French Wars of Religion (1562 – 1598)
   1. Huguenots
      a. Conversion of the 40 – 50 percent of French nobility
   2. The ultra-Catholics
   3. Revolts against the monarchy
   4. The Politiques
   5. Saint Bartholomew's Day Massacre (August 24, 1572)
   6. Henry IV of Navarre (1589 – 1610)
      a. Converts to Catholicism
      b. Edict of Nantes (1598)

XVI. Philip II and the Cause of Militant Catholicism

A. Philip II of Spain (1556 – 1598)
B. Importance of Catholicism in Spain
C. The Holy League
   1. Battle of Lepanto (1571)

XVII. The Revolt of the Netherlands

A. Philip tries to strengthen his control
B. Resentment against Philip
C. Calvinists
D. William of Nassau, Prince of Orange
E. United Provinces of the Netherlands (1581)
<table>
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<th>XVIII. The England of Elizabeth</th>
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<tbody>
<tr>
<td>A. Queen Elizabeth I (1558 – 1603)</td>
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<tr>
<td>B. Act of Supremacy (1559)</td>
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<tr>
<td>C. Puritans</td>
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<tr>
<td>D. Foreign Policy</td>
</tr>
<tr>
<td>E. Conflict with Spain</td>
</tr>
<tr>
<td>F. The Spanish Armada (1588)</td>
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</tbody>
</table>
**Strand:** AP European History  
**Grade/Course:** 10-12  
**Topic:** Europe and the World: New Encounters, 1500–1800 State Building and the Search for Order in the Seventeenth Century

### Content Statements:

- The reasons Europeans began to embark on voyages of discovery and expansion  
- How Portugal and Spain acquired their overseas empires, and how they differed  
- Dutch, British, and French expansion, and its effect on Africa, India, southeast Asia, China, and Japan  
- How European expansion affected both the conquerors and the conquered  
- The relationship between European expansion, and political, economic, and social developments in Europe  
- Mercantilism, and its relationship to colonial empires  
- The economic, social, and political crises faced by Europe in the first half of the 17th century  
- The theory of absolutism, and its actual practice in France  
- The emergence of Brandenburg-Prussia, Austria, and Russia as major powers  
- The main issues in the struggle between King and Parliament in England, and how they were resolved  
- How the artistic and literary achievements reflected the political and economic developments of the period  
- The theories of government proposed by Jacques Bossuet, Thomas Hobbs, and John Locke, and how they reflected concerns and problems of the times

### Content Elaborations:

I. On the Brink of a New World  

A. Motives  
   1. Fantastic lands  
      a. The Travels of John Mandeville (14th century)  
   2. Economic motives  
      a. Access to the East  
      b. The Polos  
   3. Religious Zeal

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

- **Content Specific Reading Standards:**
  - 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
II. Means
   A. Centralization of political authority
   B. Maps
      1. Ptolemy's *Geography* (printed editions available from 1477 on)
   C. Ships and Sailing
      1. Naval technology
      2. Knowledge of wind patterns

III. The Development of a Portuguese Maritime Empire
   A. Prince Henry the Navigator (1394 – 1460)
   B. The Portuguese in India
      1. Bartholomeu Dias (c. 1450 – 1500)
      2. Vasco da Gama (c. 1460 – 1524)
         a. Reaches India by rounding Cape of Good Hope
      3. Alfonso d’Albuquerque (1462 – 1515)
         a. Commercial – Military bases
   C. In Search of Spices
      1. Portuguese expansion
      2. Reasons for Portuguese success
         a. Guns
         b. Seamanship

IV. Voyages to the New World
   A. Christopher Columbus (1451 – 1506)
      1. Reached the Bahamas (Oct. 12, 1492)
      2. Additional voyages (1493, 1498, and 1502)
   B. Additional Discoveries

---

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other
1. John Cabot
2. Pedro Cabral
3. Amerigo Vespucci
4. Ferdinand Magellan (1480 – 1521)  
   1. Circumnavigates the Earth
5. Treaty of Tordesillas (1494)

V. The Spanish Empire in the New World
   A. Early Civilizations in Mesoamerica
      1. The Maya
      2. The Aztecs
   B. The Spanish Conquest of the Aztec Empire
      1. Hernan Cortés (1485 – 1547)
      2. Moctezuma (Montezuma)
      3. Aztec Empire overthrown
   VI. The Spanish Empire, Continued
      A. The Inca and the Spanish
         1. Pachakuti
         2. Inca buildings and roads
         3. Francisco Pizarro (c. 1475 – 1541)
         4. Smallpox
         5. Incas overthrown (1535)
      B. Administration of the Spanish Empire
         1. Encomienda
         2. Viceroy
         3. The Church

VII. Africa: The Slave Trade
   A. Origins of the Slave Trade
      1. Sugar cane and slavery
   B. Growth of the Slave Trade
1. Up to 10,000,000 African slaves taken to the Americas between the Sixteenth and Nineteenth Centuries
2. The Middle Passage: high death rate during transit
3. Prisoners of war
C. Effects of the Slave Trade
   1. Depopulation of African kingdoms
   2. Political effects of slave trade
   3. Criticism of slavery
   4. Abolition and the Quakers
VIII. The West in Southeast Asia
   A. Portugal
   B. Spain
   C. The Dutch and the English
   D. Local Kingdoms (Burma, Siam, and Vietnam)
IX. The French and the British in India
   A. The Mughal Empire
   B. The Impact of the Western Powers
   1. Portugal
   2. England
   3. The Dutch and the French
   4. Sir Robert Clive
   5. The East India Company
   6. Battle of Plassey (1757)
X. China & Japan
   A. China
   1. Ming Dynasty (1369 – 1644)
   2. Qing Dynasty
   3. Western inroads
   conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from or supports the argument presented.
6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
7. 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.
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10. 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.
11. e. Provide a concluding statement or section that follows
a. Russia
b. England
c. Limited contact

B. Japan
1. Shogun Tokugawa Ieyasu (1543 – 1616)
2. Opening to the West
   a. The Portuguese
   b. Initially visitors welcomed
c. Catholic missionaries
d. The Dutch

XI. The Americas
A. Spain and Portugal
B. The West Indies
   1. The British and the French
   2. The “Sugar Factories”
C. North America
   1. The Dutch
      a. New Netherlands
   2. The English
      a. Jamestown (1607)
      b. Thirteen Colonies
   3. The French
      a. Canada

XII. The Impact of European Expansion
A. The Conquered
   1. Latin America
   2. Catholic Missionaries
B. The Conquerors
   1. Opportunities for women
   2. Economic Effects
      a. Gold and silver
   3. Exchange of plants and animals
   4. Impact on European Lifestyle
      a. Chocolate, coffee and tea

from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

12.3. (See note; not applicable as a separate requirement)

13.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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15.6. 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.

16.7. 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.

17.8. 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
5. European Rivalries
6. New Views of the World
   a. Gerardus Mercator (1512 – 1594) and his map
7. Psychological Impact

XIII. Toward a World Economy
   A. Economic Conditions in the Sixteenth Century
      1. Inflation
   B. The Growth of Commercial Capitalism
      1. Joint stock trading companies
      2. New economic institutions
         a. The Bank of Amsterdam
         b. Amsterdam Bourse (Exchange)
   3. Agriculture

XIV. Mercantilism
   A. Total volume of trade unchangeable
   B. Economic activity = war through peaceful means
   C. Importance of bullion and favorable balance of trade
   D. State Intervention

XV. Overseas Trade and Colonies: Movement Toward Globalization
   A. Devastating effects to local populations in America and Africa
   B. Less impact in Asia
   C. Multiracial society in Latin America
   D. Ecology
   E. Catholic Missionaries
      1. Conversion of native populations
      2. Hospitals, orphanages

overreliance on any one source and following a standard format for citation.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.
19. 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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Key Ideas and details

4. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5. Determine central ideas or
### Social Crises, War, and Rebellions

#### A. Economic Contraction
#### B. Population Changes
#### C. The Witchcraft Craze
   1. Witchcraft before the sixteenth and seventeenth century
   2. Increased prosecutions and executions
   3. Accusations against witches
   4. Reasons for witchcraft prosecutions
      a. Religious uncertainty
      b. Social conditions
   5. Women as primary victims
   6. Begins to subside by mid-seventeenth century

### The Thirty Years War (1618 – 1648)

#### A. Background
   1. Religious conflict
   2. Dynastic-nationalist considerations
   3. Tensions in the Holy Roman Empire
#### B. The Bohemian Phase (1618 – 1625)
#### C. The Danish Phase (1625 – 1629)
#### D. The Swedish Phase (1630 – 1635)
#### E. The Franco-Swedish Phase (1635 – 1648)
#### F. Outcomes
   1. Peace of Westphalia

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### Themes of a Text and Analyze Their Development; Summarize the Key Supporting Details and Ideas

6. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

7. 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.

8. 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.

9. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

10. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

11. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

12. Analyze how two or more texts address similar themes or topics in order 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 6–12 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.

text types and Purposes*

4. **Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

5. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

6. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-
1. Edict of Fontainebleau (1685)

**C. Financial Issues**
1. Jean Baptist Colbert (1619 – 1683)

**D. Daily Life at Versailles**
1. Purposes of Versailles
2. Court life and etiquette

**E. The Wars of Louis XIV**
1. Professional army: 100,000 men in peacetime; 400,000 in wartime
2. Four wars between 1667 – 1713
   a. Invasion of Spanish Netherlands (1667)
   b. Annexation of Alsace and Lorraine, occupation of Strasbourg (1679)
   c. War of the League of Augsburg (1689 – 1697)
   d. War of the Spanish Succession (1702 – 1713)

**VI. The Decline of Spain**

**A. Bankruptcies in 1596 and in 1607**

**B. Philip III (1598 – 1621)**

**C. Philip IV (1621 – 1665)**
1. Gaspar de Guzman and attempts at reform

**D. The Thirty Years' War**
1. Expensive military campaigns
   a. Civil War
   b. The Netherlands lost

**VII. Absolutism in Central and Eastern Europe**

**A. The German States**
1. The Rise of Brandenburg-Prussia

**Production and distribution of Writing**

7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

9. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**research to Build and Present Knowledge**

10. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

11. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

12. 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.
a. The Hohenzollern
Dynasty
b. Frederick William
the Great Elector (1640 – 1688)
   (1) Army
   (2) General War
Commissariat to levy taxes
c. Frederick III (1688 – 1713)
   (1) King of
Prussia (1701)

The Emergence of Austria

A. Habsburgs
B. Leopold I (1658 – 1705)
   1. Expands eastward
   2. Conflicts with the Turks
      a. Siege of Vienna
(1683)
   A. Multinational Empire

VIII. Italy: From Spanish to Austrian Rule

A. Defeat of the French in Italy
   by Charles V (1530)
B. Spanish Presence (1559 – 1713)
C. Consequences of the War of
   the Spanish Succession

IX. Russia: From Fledgling
   Principality to Major Power

A. Ivan IV the Terrible (1533 – 1584)
   1. First Tsar
B. Romanov Dynasty (1613 – 1917)
C. Stratified Society
   1. Tsar
   2. Landed aristocrats
   3. Peasants and
townspeople
X. The Reign of Peter the Great (1689 – 1725)
   
   A. Visits the West (1697 – 1698)
   B. Reorganizes armed forces
   C. Reorganizes central government
      1. Divides Russia into provinces
   D. Seeks control of the Russian Church
   E. Introduces Western Customs
      1. Book of Etiquettes
   F. Positive Impact of Reforms on Women
   G. “Open a window to the West”
   H. Attacks Sweden
      1. Battle of Narva (1700)
      2. Great Northern War (1701 – 1721)
      3. Battle of Poltava (1709)
      4. Peace of Nystadt (1721)
      5. Russia gains control of Estonia, Livonia and Karelia
         I. St. Petersburg

XI. The Great Northern States

   A. Denmark
      1. Military losses
      2. Bloodless revolution of 1660
   B. Sweden
      1. Gustavus Adolphus (1611 – 1632)
      2. Christina (1633 – 1654)
      3. Charles XI (1697 – 1718)

XII. The Ottoman Empire and the Limits of Absolutism

   A. The Ottoman Empire
1. Suleiman the Magnificent (1520 – 1566)
2. Attacks against Europe
3. Advances in the Mediterranean
4. Ottomans viewed as a European Power
5. New Offensives in the second half of the 17th century

B. The Limits of Absolutism
1. Power of rulers not absolute
2. Local institutions still had power
3. Power of the aristocracy
   a. The Polish Monarchy

XIII. The Golden Age of the Dutch Republic

A. The United Provinces
B. Internal Dissension
   1. The House of Orange and the Stadholders
   2. The States General opposes the House of Orange
   3. William III (1672 – 1702)
   4. Trade damaged by wars
C. Life in Seventeenth-Century Amsterdam
   1. Reasons for prosperity

XIV. England and the Emergence of Constitutional Monarchy

A. James I (1603 – 1625) and the House of Stuart
   1. Divine Right of Kings
   2. Parliament and the power of the purse
   3. Religious policies
      a. The Puritans
B. Charles I (1625 – 1649)
   1. Petition of Right
3. Religious policy angers Puritans

XV. Civil War (1642 – 1648)

A. Oliver Cromwell
B. New Model Army
C. Charles I executed (January 30, 1649)
D. Parliament abolishes the monarchy
E. Cromwell dissolves Parliament (April 1653)
F. Cromwell divides country into 11 regions
G. Cromwell dies (1658)

XVI. Restoration & a Glorious Revolution

A. Charles II (1660 – 1685)
B. Declaration of Indulgence (1672)
C. Test Act (1673) – Only Anglicans could hold military and civil offices
D. James II (1685 – 1688)
   1. Devout Catholic
   2. Declaration of Indulgence (1687)
   3. Protestant daughters: Mary and Anne
   4. Catholic son born in 1688
   5. Parliament invites Mary and her husband, William of Orange, to invade England
   6. James II, wife and son flee to France
E. Mary and William of Orange offered throne (1689)
F. Bill of Rights
G. The Toleration Act of 1689
XVII. Responses to the Revolution

A. Thomas Hobbes (1588 – 1679)
   1. *Leviathan* (1651)
   2. People form a commonwealth
   3. People have no right to rebel

B. John Locke (1632 – 1704)
   1. Two Treatises of Government
   2. Inalienable Rights: Life, Liberty and Property
   3. People and sovereign form a government
   4. If government does not fulfill its duties, people have the right to revolt

XVIII. The Flourishing of European Culture

A. The Changing Faces of Art
   1. Mannerism and Baroque
      a. Gian Lorenzo Bernini (1598 – 1680)
         (1) *Throne of Saint Peter*
      b. Artemisia Gentileschi (1593 – 1653)
         (1) *Judith Beheading Holofernes*

   2. French Classicism and Dutch Realism
      a. French classicism emphasized clarity, simplicity, balance and harmony of design
      b. Dutch Realism: realistic portrayals of secular, everyday life
         (1) Rembrandt van Rijn (1606 – 1699)
## A Wondrous Age of Theater

### A. Golden Age of Elizabethan Literature (1580 – 1640)
1. William Shakespeare (1564 – 1614)
   a. The Globe Theater
   b. Lord Chamberlain’s Company

### B. Spanish Theater
1. Lope de Vega (1562 – 1635)
   a. Wrote 1500 plays – about 1/3 survive

### C. French Theater (1630s to 1680s)
1. Jean Baptiste Molière (1622 – 1673)
   a. *The Misanthrope*
   b. *Tartuffe*
**Strand:** AP European History  
**Grade/Course:** 10-12  
**Topic:** Toward a New Heaven and a New Earth: The Scientific Revolution and the Emergence of Modern Science

The Eighteenth Century: Age of Enlightenment

**Content Statements:**

- The developments during the Middle Ages and the Renaissance, which contributed to the Scientific Revolution
- How the contributions of Copernicus, Kepler, Galileo, and Newton led to a new vision of the universe
- How Paracelsus, Vesalius, and Harvey contributed to the scientific view of medicine
- The role of women in the Scientific Revolution
- Why Descartes is considered the “founder of modern rationalism”
- How the ideas of the Scientific Revolution were spread, and their impact on society and religion
- The relationship between the intellectual, political, social, and religious developments of the period
- The intellectual developments that allowed the Enlightenment to emerge
- The leading figures of the Enlightenment, and their main contributions
- The social environment of the philosophers, and the role of women in that environment
- The innovations in art, music, and literature
- The differences between popular culture and high culture
- How popular religion differed from institutional religion in the 18th century
- The relationship between the Scientific Revolution and the Enlightenment

**Content Elaborations:**

<table>
<thead>
<tr>
<th>I. Background to the Scientific Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Medieval Science</td>
</tr>
<tr>
<td>B. Renaissance Humanists</td>
</tr>
<tr>
<td>1. Contradictions of Aristotle and Galen</td>
</tr>
<tr>
<td>C. Renaissance artists and their</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Specific Reading Standards:</strong></td>
</tr>
<tr>
<td>. 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</td>
</tr>
</tbody>
</table>
impact on scientific study

1. Close Observation of
2. Perspective and

Anatomical Proportions

D. Technical Problems
E. Mathematics
F. Hermetic Magic
1. Alchemy

II. Toward a New Heaven: A Revolution in Astronomy

A. Aristotle, Claudius Ptolemy
   and Christian Theology
B. Geocentric Universe
   1. Ten Spheres
   2. Christianized Ptolemaic
   Universe
C. Copernicus
   1. Nicolaus Copernicus
      (1473 – 1543)
   2. On The Revolution of
      the Heavenly Spheres
   3. Heliocentric Universe
   4. Creates doubt about
      the Ptolemaic system
   5. Influences of Brahe

III. A Revolution in Astronomy, Continued

A. Johannes Kepler (1571 – 1630)
   1. Interest in Hermetic
      thought and Mathematical magic
   2. “Music of the Spheres”
   3. Laws of Planetary
      Motion
   4. Discredits Ptolemaic
      System
B. Galileo Galilei (1564 – 1642)
   1. The Telescope
   2. The Starry Messenger
   3. Condemned by the

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse
Church

4. Scientific leadership passes to England, France and the Netherlands

IV.

Isaac Newton (1642 – 1727)

A. Chair of Mathematics at Cambridge University
B. Mathematical Principles of Natural Philosophy (1684 – 1686): The Principia
   1. Three Laws of Motions
   C. Gravity
   D. World seen in mechanistic terms
   E. God

V. Advances in Medicine

A. Medieval Medicine dominated by Galen
B. Andreas Vesalius (1514 – 1564)
   1. On the Fabric of the Human Body (1543)
   2. Dissection of a human body
   3. Corrects Galen’s errors
C. William Harvey
   1. On the Motion of the Heart and Blood (1628)
   2. Circulation of the blood

VI.

Women in the Origins of Modern Science

A. New Opportunities for Women
B. Largely informal education
C. Margaret Cavendish (1623 – 1673)
   1. Observations upon Experimental Philosophy
   2. Grounds of Natural Philosophy

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement
3. Attacked rationalist and empiricist approaches to scientific knowledge
   D. German Women
      1. 1 of 7 German astronomers was a woman
      2. Maria Winkelmann (1670 – 1720)
         a. Discovered comet
         b. Rejected for a post by the Berlin Academy

VII. Debate over the nature and value of women

   A. Women portrayed as inherently base, prone to vice, easily swayed, and "sexually insatiable"
   B. Women joined debate in the 17th century and reject this view
   C. Science used to "perpetrate old stereotypes about women"
   D. Scientific revolution reaffirmed traditional ideas about women’s nature

VIII. Toward a New Earth: Descartes, Rationalism, and a New View of Humankind

   A. Rene Descartes (1596 – 1650)
      1. Discourse on Method (1637)
      2. “I think, therefore I am.”
      3. Separation of mind and matter
      4. Cartesian Dualism
      5. Father of modern rationalism

IX. The Spread of Scientific Knowledge

   A. The Scientific Method
      1. Francis Bacon (1561 –
1626)  
   a. Rejects Copernicus and Kepler; 
   b. Misunderstands Galileo 
   c. The Great Instauration (The Great Restoration) 
   d. Correct Scientific Method built on inductive principles 
   e. Proceed from the particular to the general 
   f. Experimentation 
   g. Control and domination of nature 

2. Descartes  
   a. Deduction and mathematical logic 

3. Newton  
   a. Unites Bacon’s empiricism and Descartes rationalism 

X. The Scientific Societies  
   A. English Royal Society 
      1. Informal meetings at London and Oxford 
      2. Received formal charter in 1662 from Charles II 
   B. French Royal Academy 
      1. Informal meetings in Paris 
      2. Formally recognized by Louis XIV (1666) 
   C. Societies recognized practical value of scientific research 
   D. Both focus on theoretical work in mechanics and astronomy 

XI. Science and Society  
   A. People recognized Science’s rational superiority 
   B. Science offered new ways to exploit resources for profit 

XII. Science and Religion in the
Seventeenth Century

A. Conflict between Science and Religion
   1. Scientific beliefs triumph
   2. Religious beliefs suffer

B. Blaise Pascal (1623 – 1662)
   1. Sought to keep science and religion united
   2. Mystical vision (1654)
   3. Pensées (Thoughts)
   4. Sought to convert rationalists to Christianity
   5. Christianity not contrary to reason
   6. Reason had limits

I. The Enlightenment

A. Paths to Enlightenment
   1. Popularization of Science
      a. Bernard de Fontenelle (1657 – 1757), *Plurality of Worlds*
      2. A New Skepticism
         a. Attacked superstition, religious intolerance, and dogmatism
         b. Skepticism about religion and growing secularization
         c. Pierre Bayle (1647 – 1706)
   3. The Impact of Travel Literature
      a. Travel books became very popular
      b. Captain James Cook
      c. Cultural relativism

II. The Legacy of Locke & Newton

A. Newton
   1. Reason could discover and following a standard format for citation.
   18.9. Draw evidence from informational texts to support analysis, reflection, and research.
   19.10. 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.

Content Specific Writing Standards:

College and Career readiness anchor Standards for reading

The grades 6–12 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

7. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

8. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and
natural laws that govern politics, economics, justice, religion, and the arts

B. Locke, *Essay Concerning Human Understanding*
   1. Knowledge derived from the environment
   2. Denied Descartes' belief in innate ideas

III. The Philosophes and their Ideas
   A. Came from all walks of life
   B. Paris was the "capital"
   C. Desire to change the world
   D. Call for a spirit of rational criticism
   E. 3 French Giants: Montesquieu, Voltaire, and Diderot

IV. Montesquieu and Political Thought
   A. Charles de Secondat, baron de Montesquieu (1689-1755)
      1. *Persian Letters*, 1721
      2. Attacks traditional religion, advocacy of religious toleration, denunciation of slavery, use of reason

V. Voltaire and the Enlightenment
   A. Francois-Marie Arouet, Voltaire (1694-1778)
   B. Criticism of Traditional Religion
   C. *Philosophic Letters on the English*, 1733
   D. *Treatise on Toleration*, 1763
   E. Deism

9. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

10. 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.

11. 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.

12. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

13. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

14. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

15. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
VI. Diderot and the Encyclopedia  
A. Denis Diderot (1713-1784)  
B. Encyclopedia, 28 volumes  
C. Attacked religious superstition and advocated toleration  
E. Lowered price helped to spread the ideas of the Enlightenment  

VII. The New “Science of Man”  
A. David Hume (1711 – 1776)  
1. *Treatise on Human Nature*  

VIII. The New “Science of Man”  
A. David Hume (1711 – 1776)  
B. Physiocrats  
1. François Quesnay (1694-1774)  
   a. Leader of the Physiocrat – natural economic laws  
   b. Rejection of mercantilism  
   c. Supply and demand  

IX. The Later Enlightenment  
A. Baron Paul d’Holbach (1723 – 1789)  
1. *System of Nature*, 1770  
B. Marie-Jean de Condorcet (1743 – 1794)  
1. *The Progress of the Human Mind*  

X. Rousseau and the Social Contract  
A. Jean-Jacques Rousseau

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Complexity

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

College and Career readiness anchor Standards for Writing

The grades 6–12 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.

7. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

8. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

9. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
(1712-1778)  
1. *Discourse on the Origins of the Inequality of Mankind*; preservation of private property had enslaved the mass of society  
2. *Social Contract*, 1762; tried to harmonize individual liberty with governmental authority  
3. Concept of General Will  
4. *Emile*, 1762; important work on education  
5. Major influence on the development of Romanticism  

XI. The “Woman’s Question” in the Enlightenment  
A. Most philosophes agreed that the nature of women make them inferior  
   1. Mary Astell (1666-1731)  
      1. *A Serious Proposal to the Ladies*, 1697  
      2. Better education and equality in marriage  
   2. Mary Wollstonecraft  
      1. *Vindication of the Rights of Woman*, 1792  
      2. Subjection of women by men wrong  

XII. Social Environment of the Philosophes  
A. Salons  
B. The Influence of Women  
   1. Marie-Thérèse de Geoffrin (1699 – 1777)  
   2. Marquise du Deffand (1697 – 1780)  
C. Other social centers of the Enlightenment: coffeehouses, cafes, clubs, libraries, societies  

XIII. Innovations in Art  
A. Rococo Art  
B. Antoine Watteau (1684-
1721)

1. Fragility and transitory nature of pleasure, love, and life
2. Secular and spiritual interchangeable

C. Baroque-Rococo architectural style
   1. Balthasar Neumann (1687-1753)
   2. Continuing Popularity of Neoclassicism

XIV. Innovations in Music and Literature
   A. Baroque Music
      1. Johann Sebastian Bach (1685-1750)
      2. George Frederick Handel (1685-1759)
      3. Franz Joseph Haydn (1756-1809)
      4. Wolfgang Amadeus Mozart (1756-1791)
   B. The Development of the Novel
      1. Samuel Richardson (1689 – 1761)
      2. Henry Fielding (1707 – 1754)
   C. The Writing of History
      1. A broader scope
      2. Weakness of philosophe-historians

XV. The High Culture of the Eighteenth Century
   A. High Culture Versus Popular Culture
   B. Expansion of Publishing and Reading Public
      1. Development of magazines and newspapers for the general public
   C. Education and Universities
      1. Secondary schools
         a. Curriculum

XVI. Crime and Punishment
   A. Punishment in the Eighteenth Century
B. Cesare Beccaria (1738-1794), *On Crimes and Punishments*
   1. Punishment should serve only as deterrent
   C. Punishment moved away from spectacle towards rehabilitation

XVII. The World of Medicine
A. Hierarchy of Practitioners
   1. Physicians
   2. Surgeons
   3. Apothecaries
   4. Midwives
   5. Faith healers

XVIII. Popular Culture
A. Nature of Popular Culture
   1. Collective and public
B. Carnival
   1. Indulgence and release
C. Taverns and Alcohol
   1. Community centers
   2. Cheap alcohol
D. Literacy and Primary Education
   1. Chapbooks
   2. Literacy rates
   3. Primary education

XIX. Religion and the Churches
A. The Institutional Church
   1. Conservative nature of mainstream churches
   2. Church-state relations
   3. “Nationalization” of the Catholic church
B. Toleration and Religious Minorities
   1. Toleration and the Jews
      a. Experiences of Ashkenazic Jews
      b. Experiences of Sephardic Jews
      c. Some Enlightenment thinkers favored acceptance of the Jews
   2. Joseph II
      a. Limited reforms toward the Jews

XX. Popular Religion in the Eighteenth Century
A. Catholic Piety
   1. Centrality of the local parish
Strand: AP European History  
Grade/Course: 10-12

Topic:  
The Eighteenth Century: European States, International Wars, and Social Change

Revolution in Politics: The Era of the French Revolution and Napoleon

The Industrial Revolution and its Impact on European Society

Content Statements:

- The main developments in France, Great Britain, the Dutch Republic, the Mediterranean states, and the Scandinavian monarchies
- The meaning of *enlightened absolutism*, and how Prussia, Austria, and Russia exhibit its characteristics
- The cause and results of the Seven Years’ War
- The changes that occurred in agriculture, finance, industry, and trade
- The European social order, the conditions in which they lived, and the differences between them
- The relationship between political, economic, and social changes
- The causes and results of the American Revolution, and its impact on
Europe
- The long-range and immediate causes of the French Revolution
- The main events of the French Revolution between 1789 and 1799
- The role of lawyers, peasants, women, the clergy, the Jacobins, the sans-culottes, the French Revolutionary Army, and the Committee of Public Safety in the French Revolution
- The aspects of the Revolution preserved by Napoleon, and those he destroyed
- The similarities, and differences between the French Revolution, the American Revolution, and the English revolution of the seventeenth century

- The conditions and developments in Great Britain, which led to the Industrial Revolution
- The basic features of the new industrial system
- The spread of the Industrial Revolution to other countries, and how it differed in those areas
- The effects on urban life, social classes, family life, and standards of living
- The early working conditions, and efforts to improve them
- The role of government and trade unions in industrial development of the western world

Content Elaborations:

I. The European States
   A. Enlightened Absolutism?
      1. Natural Rights
         a. Characteristics
         b. Declaration of Independence
         c. Enlightened rulers (1) How they were to rule
   B. The Atlantic Seaboard States
      1. France: Problems of the French monarchs
         a. Louis XV (1715 – 1774)
         b. Louis XVI (1774 – 1792)

II. Great Britain: King & Parliament

Common Core Literacy Standards for Social Studies Grades 6 – 12:

Content Specific Reading Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text
### A. United Kingdom of Great Britain, 1707

- **B. The King’s Ministers**
  1. Set policy and guided Parliament
- **C. Parliament**
  1. Makeup
  2. Parliamentary elections
- **D. Hanoverians – George I (r. 1714 – 1727) and George II (r. 1727 – 1760)**
  1. Robert Walpole (prime minister, 1721 – 1742)
  2. William Pitt, the Elder (prime minister, 1757 – 1761)
- **E. George III, (1760 – 1820)**
  1. William Pitt, the Younger (prime minister, 1783 – 1801 and 1804 – 1806)

### III. The Decline of the Dutch Republic

- **A. Economic Decline**
- **B. Domination of the Oligarchies**
- **C. Patriots and Orangists**

### IV. Absolutism in Central and Eastern Europe

- **A. Prussia: The Army and The Bureaucracy**
  1. General Directory
  2. Highly efficient bureaucracy
  3. Army
    a. Junkers
- **B. Frederick William I, 1713-1740**
  1. Well educated
    a. Enlightenment thought
- **C. Frederick II, the Great, 1740-1786**

Leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Write arguments focused on discipline-specific content.

1. Introduce precise, knowledgeable
2. Reforms: Law code, Civil liberties
3. Socially and politically conservative
4. Use of the army
   a. Expansion

V. The Austrian Empire of the Hapsburgs
   A. Empress Maria Theresa, 1740-1780
      1. Austria culturally divided
      2. Practical reforms but conservative
   B. Joseph II, 1780-1790
      1. Reforms
         a. Abolishes serfdom
         b. New penal code
         c. Reforms overwhelming

VI. Russia Under Catherine the Great, 1762-1796
   A. Reform
      1. Instruction, 1767
   B. Strengthens landholders at expense of serfs
   C. Rebellion of Emelyan Pugachev, 1773-1775
   D. Territorial Expansion

VII. The Destruction of Poland
    A. Elected King
    B. Weakness of Monarchy
    C. Destruction of the Polish State by Austria, Russia, and Prussia

VIII. The Mediterranean World
    A. Spain
       1. Philip V (1700 -1746)
       2. Charles III (1759 –

...
1788)

B. Portugal
   1. The Marquis of Pombal (1699 – 1782)

C. The Italian States
   1. Austrian Domination

IX. The Scandinavian States

A. Sweden
   1. Swedish nobility grew in power after the death of Charles XII in 1718
      2. Factionalism allowed Gustavus III (1771 – 1792) to reassert monarchial authority
         a. Enlightened reforms

B. Denmark
   1. Reform efforts of Christian VII (1766 – 1808) and John Frederick Struensee

X. Enlightened Absolutism Revisited

A. Only Joseph II sought radical changes based on Enlightenment ideas

B. Political and Social Limits on Reform

XI. Wars and Diplomacy

A. European Rivalries
B. The War of the Austrian Succession (1740 – 1748)
   1. A world war?
C. Seven Years' War (1756 – 1763)
   1. Diplomatic revolution
   2. European war
   3. Indian war
      a. Robert Clive (1725 – 1774)
   4. North American war

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.

8. 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.

9. 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.

10. 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.

11. e. 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).

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

13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. 5. Develop and strengthen writing as needed by planning, revising,
Lancaster City Schools Social Studies Course of Study

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
</table>
| XII. | European Armies and Warfare | A. Rise of the Professional Army  
B. Composition of Armies  
1. Reflected social hierarchy  
2. Rank-and-file soldiers came from lower classes  
3. Armies partly composed of foreign troops  
4. Britain had no standing army  
5. Britain and the Dutch Republic emphasized naval power  
C. The Nature of Warfare  
1. Larger armies did not lead to greater destruction  
2. Emphasis on strategy and tactics |
| XIII. | Economic Expansion & Social Change | A. Population and Food  
1. Population Growth  
a. Falling death rate  
b. Improvements in diet  
c. Ideal growing conditions  
d. New crops  
B. Family, Marriage, and Birthrate Patterns  
1. Nuclear family  
a. Late marriages  
b. Limits on the birthrate  
XIV. | Economic Expansion & Social Conditions (cont.) | A. An Agricultural Revolution? |

15. 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.
16. 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.
17. 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.
18. 9. Draw evidence from informational texts to support analysis, reflection, and research.
19. 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.
1. Debate  
2. Increased food production  
3. New methods and new crops  
4. Enclosure  

B. New Methods of Finance  
1. National debt  
2. National Banks  

C. European Industry  
1. Cottage industry  
2. New methods and new machines  

D. Mercantile Empires and Worldwide Trade  
1. European dependence on trade abroad  

XV. The Social Order of the Eighteenth Century  

A. Patterns of Society  
B. Forces of Change  
C. The Peasants  
1. General situation  
2. Compulsory services  
3. Importance of the village  
4. Domination by wealthy landowners  
5. Diet  
D. The Nobility  
1. Privileges of the nobility  
2. Military service  
3. Moving into the ranks of the nobility  

XVI. The Aristocratic Way of Life  

A. The Country House  
1. Purpose and style  
2. Privacy  
3. Influence of women  
4. The estate  
B. The Grand Tour  
1. Cosmopolitan nature of  

Content Specific Writing Standards:  

College and Career readiness anchor Standards for reading  

The grades 6–12 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  

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

Craft and Structure  

13. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word
high culture
  2. Travel as a manifestation of the Enlightenment
  3. Difficulties of travel
  4. Purpose of travel
  5. Itinerary

XVII. Inhabitants of Towns and Cities

A. Townspeople still a minority of the population
B. Importance of towns
   1. Centers of culture
   2. Urban oligarchy
   3. Middle class
   4. Petty bourgeoisie
   5. Laborers
   6. Sanitation and poverty

I. The American Revolution

A. Reorganization, Resistance, and Rebellion
   1. Britain’s victory in the Seven Years’ War
   2. 50% of adult male population can vote
   3. Indirect political representation in England
   4. “No taxation without representation”
   5. Boston Tea Party

B. War for Independence
   1. Thomas Paine, Common Sense, 1776
   2. Declaration of Independence, 1776
   3. Battle of Saratoga, 1777
      a. Commitment of European aid
   1. Battle of Yorktown, 1781
   2. Peace of Paris, 1783

choices shape meaning or tone.
14. 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.
15. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

16. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
17. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
18. Analyze how two or more texts address similar themes or topics in order 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 6–12 standards on the following pages define what students
II. The American Revolution (cont.)

A. Forming a New Nation
   1. Articles of Confederation, 1781-1789
   2. Constitution, 1789
      a. Bill of Rights, 1791

B. Impact of the American Revolution on Europe
   1. Concept of freedom
   2. Concept of rights

III. Background to the French Revolution

   1. Social Structure of the Old Regime
      a. First and Second Estates
         (1) First Estate = clergy (130,000)
         (2) Second Estate = nobility (350,000)
   2. The Third Estate
      a. Commoners
         (1) Peasants = 75-80% of the population
         (2) Peasants own 35-40% of the land
      b. Skilled artisans, shopkeepers, and wage earners
      c. Bourgeoisie (middle class)
         (1) Own 20-25% of the land
         (2) Similarities between wealthier bourgeoisie and nobility

IV. Other Problems Facing the French Monarchy

   A. Bad Harvests (1787 and 1788)
   B. Poverty
      1. One-third of the
A criticism of privileges of the clergy and nobility

D. Failure to Reform
   1. Obstruction of reform by the French Parlements

E. Financial Crisis
   1. Mounting debt
   2. Calonne’s “assembly of notables” (1787)
   3. Summoning of the Estates General (1789)

V. National Assembly
   A. 300 delegates each to the First and Second Estate
   B. 600 delegates to the Third Estate
      1. Strong legal and urban presence
   C. Cahiers de doléances
   D. Estates General meets May 5, 1789
      1. Question of voting by order or head
      2. Abbé Sieyès “What is the Third Estate?”
   E. National Assembly
      1. Constituted, June 17
      2. Tennis Court Oath, June 20
   F. Intervention of the Common People
      1. Attack on the Bastille, July 14
      2. Peasant rebellions, July 19-August 3
      3. Great Fear

VI. Destruction of the Old Regime
   A. Seigneurial rights abolished, August 4, 1789
   B. Declaration of the Rights of writing and to interact and collaborate with others.

research to Build and Present Knowledge

16. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

17. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

18. 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.
<table>
<thead>
<tr>
<th>Man and Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. August 26</td>
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<tr>
<td>2. Does this include women?</td>
</tr>
<tr>
<td>3. Olympe de Gouges, <em>Declaration of the Rights of Woman and the Female Citizen</em>, 1791</td>
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</table>

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<tr>
<th>C. The Women’s March to Versailles</th>
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<tr>
<td>1. October 5, 1789</td>
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<td>2. Return of the king to Paris</td>
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<tr>
<th>D. The Catholic Church</th>
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</thead>
<tbody>
<tr>
<td>1. Civil Constitution of the Clergy, July, 1790</td>
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</table>

<table>
<thead>
<tr>
<th>E. A New Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishment of a constitutional monarchy with real power residing in the Legislative Assembly</td>
</tr>
<tr>
<td>2. Administrative restructuring</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Opposition from Within</th>
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</thead>
<tbody>
<tr>
<td>1. Growth of opposition to new order</td>
</tr>
<tr>
<td>a. Clergy</td>
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<tr>
<td>b. Peasants</td>
</tr>
<tr>
<td>c. Radical political clubs</td>
</tr>
<tr>
<td>(1) Jacobins</td>
</tr>
<tr>
<td>2. Continuing financial pressure</td>
</tr>
<tr>
<td>3. Composition of Legislative Assembly</td>
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</tbody>
</table>

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<thead>
<tr>
<th>G. Opposition from Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Declaration of Pillnitz (1791)</td>
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<tr>
<td>2. Declaration of war on Austria, April 20, 1792</td>
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<tr>
<td>3. Early course of the war</td>
</tr>
</tbody>
</table>

| VII. The Radical Revolution |
A. National Convention, September 1792
   1. Universal male suffrage
   2. Abolition of the monarchy, September 21

B. Domestic Crisis
   1. Factions
      a. Girondins
      b. The Mountain
   2. Execution of Louis XVI, January 21, 1793
      3. Counterrevolution

C. Foreign Crisis
   1. Military losses

D. A Nation in Arms
   1. Mobilization of the nation

VIII. The Reign of Terror & Its Aftermath

A. Committee of Public Safety and Reign of Terror
   1. July 1793-July 1794
   2. Vendée

B. "Republic of Virtue"
   1. Price controls
   2. Women

C. Dechristianization and a New Calendar
   1. New calendar

D. Equality and Slavery
   1. Revolt in Saint Dominique

E. Decline of the Committee of Public Safety
   1. Execution of Maximilien Robespierre, July 28, 1794

IX. Reaction and the Directory

A. Thermidorian Reaction and the Directory

B. Curtails much of the Terror’s policies

C. Conservative turn of the
### Revolution

D. Constitution of 1795
   1. Five person Directory
   2. Period of stagnation

### X. Age of Napoleon

A. Rise of Napoleon
   1. Born in Corsica, 1769
   2. Commissioned a lieutenant, 1785
   3. Promoted to brigadier general, 1794
   4. Victory in Italy, 1797
   5. Defeat in Egypt, 1799
   6. Coup d’etat

### XI. The Republic and the Empire

A. Republic of France proclaimed, 1799
   1. First Consul
   2. First Consul for life, 1802
   3. Crowned Emperor Napoleon I, 1804

B. Domestic Policies of Emperor Napoleon
   1. Napoleon and the Catholic Church
      a. Concordat of 1801
   2. A New Code of Laws (Civil Code)
      a. Code Napoleon
   3. The French Bureaucracy
      a. Centralization of administration
   4. Growing despotism

### XII. Napoleon’s Empire and the European Response

A. Peace of Amiens, 1802
B. Renewal of war, 1803
C. Military victories, 1805-1807
D. Napoleon’s Grand Empire
   1. Failure of the Grand Empire
      a. Problems: Great Britain and Nationalism
         (1) Survival of Britain
         (2) Seapower
         (3) Continental System, 1806-1807
         (4) Nationalism

XIII. The Fall of Napoleon

   A. Invasion of Russia, 1812
   B. Defeat of Napoleon, April 1814
   C. Exiled to Elba
   D. Escape, 1815
   E. Battle of Waterloo, June 18, 1815
   F. Exiled to St. Helena

I. The Industrial Revolution in Great Britain

   A. Origins
      1. Agricultural revolution
      2. Capital for investment
      3. Mineral resources
      4. Government favorable to business
      5. Markets

II. Technological Changes and New Forms of Industrial Organization

   A. Cotton Industry
      1. Water frame, Crompton’s mule
      2. Edmund Cartwright’s power looms, 1787
   B. The Steam engine
      1. Coal
      2. James Watt (1736-1819)
C. The Iron Industry
   1. Puddling, using coke to burn away impurities
D. A Revolution in Transportation: Railroad
   1. Richard Trevithick’s locomotive
   2. George Stephenson’s Rocket
E. The Industrial Factory
   1. Factory laborers
   2. Time-work discipline

III. The Great Exhibition: Britain in 1851
   A. Crystal Palace
      1. Covered 19 acres, 100,000 exhibits
   B. Great Exhibition
      1. Displayed Britain’s wealth
   C. Britain: “workshop, banker, and trader of the world”

IV. The Pace of Industrialization on the Continent
   A. Obstacles to Rapid Industrialization
      1. Lack of a transportation system
      2. Upheavals of war
      3. Traditional habits of business
      4. Lack of technical education
   B. Spurs to Industrialization
      1. Borrowing of techniques and practices
      2. Government support
      3. Joint-stock investment

V. The Spread of Industrialization
   A. Centers of Continental
Industrialization
1. Cotton manufacturing
   a. Belgium
   b. France
   c. Germany
2. Impact of the steam engine
3. Iron and coal for heavy industry in Germany and France

B. The Industrial Revolution in the United States
1. Borrowing from Britain
   a. Samuel Slater
2. Transportation network
3. Labor

VI. Limiting the Spread of Industrialization in the Nonindustrialized World
   A. Deliberate policy to prevent growth of mechanized industry
   B. Eastern Europe remained largely rural and agricultural
      C. India spinners and handloom weavers were put out of work

VII. The Social Impact of the Industrial Revolution
   A. Population Growth
      1. Decline of the death rate
   B. The Great Hunger
      1. Irish population growth
      2. Reliance on the potato
      3. Potato crop fails, 1845-1851
   C. Emigration
   D. The Growth of Cities
      1. Rapid, unplanned, growth
   E. Urban Living Conditions in the Early Industrial Revolution
      1. Cities and suburbs
      2. Sanitary conditions
      3. Crowding
4. Adulteration of food

F. Urban Reformers
   1. Edwin Chadwick (1800-1890)
      a. Use of drainage
      b. Piped water

VIII. New Social Classes: The Industrial Middle Class

   A. The New Industrial Entrepreneurs
      1. Challenges of industrialization
      2. Diverse social origins
      3. Members of dissenting religious minorities prominent
      4. Participation of aristocrats in Britain
         A. Significance
            1. Rise of the new business aristocracy

IX. New Social Classes: Workers in the Industrial Age

   A. Factory workers a minority of the working class
   B. Artisans and Craftspeople: largest group of urban workers in the first half of the century
   C. Working Conditions
      1. Cotton mills
      2. Coal mines
      3. Child labor
      4. Pauper apprentices
      5. Women
      6. Factory Acts
         a. Factory Act of 1833
         b. Women and children
   D. Standards of Living
      1. Fluctuations of wages and prices
      2. Consumption
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<tr>
<th>Efforts at Change: The Workers</th>
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<tbody>
<tr>
<td>1. Robert Owen (1771-1858), Utopian Socialism</td>
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<tr>
<td>2. Trade unionism</td>
</tr>
<tr>
<td>3. Luddites</td>
</tr>
<tr>
<td>4. The People’s Charter</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Efforts at Change: Reformers and Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Factory acts, 1802-1819</td>
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<tr>
<td>2. Factory Act of 1833</td>
</tr>
<tr>
<td>3. Coal Mines Act, 1842</td>
</tr>
</tbody>
</table>

### Strand: AP European History

### Grade/Course: 10-12

### Topic:

- **Reaction, Revolution, and Romanticism, 1815–1850**
- **An Age of Nationalism and Realism, 1850–1871**
- **Mass Society in an “Age of Progress,” 1871–1894**

### Content Statements:

- The goals of the Congress of Vienna, and the Concert of Europe, and how successful they were in achieving those goals
- The main tenets of conservatism, liberalism, nationalism, utopian
socialism, and the roles they played in Europe
- The forces of change present and the responses in France and Great Britain between 1830 and 1848
- The causes of the revolutions of 1848, and why they failed
- How Europe responded to the need for order in society in the first half of the 19th century
- The characteristics of Romanticism, reflected in literature, art, and music
- Intellectual and artistic developments, and how they related to the political and social forces of the age
- The characteristics of Napoleon III’s government, and his foreign policy that contributed to the unification of Italy and Germany
- The actions and efforts of Cavour and Bismarck in bringing about unification in Italy and Germany
- Efforts for reform in the Austrian Empire, Russia, and Great Britain
- The main ideas of Karl Marx
- The belief that the world should be viewed realistically, and its impact on science, art, and literature
- The relationship between nationalism and reform
- The Second Industrial Revolution, and its effects on economic and social life
- The roles of the socialist parties and trade unions, in improving working conditions
- The main characteristics of a mass society.
- The role of women in society, the family, and patterns of family life
- The general political trends of western Europe, and how they differed from those of Russia, Germany, and Austria-Hungary
- The relationship between economic, social, and political developments

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
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</thead>
<tbody>
<tr>
<td>I. The Conservative Order (1815 – 1830)</td>
<td>Content Specific Reading Standards:</td>
</tr>
<tr>
<td>A. The Peace Settlement</td>
<td>. 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.</td>
</tr>
<tr>
<td>1. Quadruple Alliance: Great Britain, Russia, Austria, Prussia</td>
<td>2. <strong>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear</strong></td>
</tr>
<tr>
<td>2. Congress of Vienna (1814 – 1815)</td>
<td><strong>how primary and secondary sources interconnect and clarify ideas.</strong></td>
</tr>
<tr>
<td>a. The principal of legitimacy</td>
<td></td>
</tr>
<tr>
<td>b. A new balance of power</td>
<td></td>
</tr>
</tbody>
</table>
**Lancaster City Schools Social Studies Course of Study**

1. From Edmund Burke, *Reflections on the Revolution of France*
2. Obedience to political authority
3. Organized religion was crucial to social order
4. Hated revolutionary upheavals
5. Unwilling to accept liberal demands or representative government

### II. Conservative Domination: The Concert of Europe

#### A. The Concert of Europe
1. Met several times: congresses
2. Quintuple Alliance
3. Principle of intervention
   a. Outbreak of revolution in Spain and Italy

#### B. The Revolt of Latin America
1. Bourbon monarchy of Spain toppled
2. Latin American countries begin declaring independence
   a. Simón Bolivar (1783-1830)
   b. José de San Martín (1778-1850)
3. Britain began to dominate Latin American economy

#### C. The Greek Revolt, 1821-1832
1. Intervention could support revolution as well
2. Greek revolt in, 1820
3. Britain, France, Russia at war
4. Treaty of Adrianople, 1829

### III. Conservative Domination: The

---

**3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.**

**4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).**

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**7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.**

**8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.**

**9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among...**
### European States

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
</table>
| **A. Great Britain: Rule of the Tories** | 1. Landowning classes dominate Parliament  
2. Tory and Whig factions; Tories dominate |
| **B. Restoration in France** | 1. Louis XVIII (r. 1814 – 1824)  
2. Ultraroyalists |
| **C. Intervention in the Italian States and Spain** | 1. Conservative reaction against the forces of nationalism and liberalism |
| **D. Repression in Central Europe** | 1. Metternich and the forces of reaction  
2. Liberal and national movements in Germany  
3. Karlsbad Decrees (1819) |
| **E. Russia** | 1. Rural, agricultural, and autocratic  
2. Alexander I (1801-1825)  
3. Nicholas I (1825-1855) |

### IV. Ideologies of Change

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
</table>
| **A. Liberalism** | 1. Economic liberalism (classical economics)  
a. Laissez-faire  
2. Political liberalism  
a. Ideology of political liberalism  
3. David Ricardo (1772-1823),  
a. Supported |

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from or supports the argument presented.

6. Write informative/explanatory texts, including the narration of
Women’s rights

b.  On the Subjection of Women

B. Nationalism
1. Part of a community with common institutions, traditions, language, and customs
2. The community is called a “nation”
3. Nationalist ideology
4. Allied with liberalism

V. Early Socialism

A. Utopian Socialists
1. Charles Fourier (1772 – 1838)
2. Robert Owen (1771-1858)
3. Louis Blanc (1813 – 1882)
4. Female Supporters
5. Flora Tristan (1803 – 1844)

VI. Revolution and Reform, 1830-1850

A. Another French Revolution
1. Charles X (1824-1830)
   a. Revolt by liberals
2. Louis-Philippe (1830-1848)
   a. The bourgeois monarch
   b. Constitutional changes favor the upper bourgeoisie

B. Revolutionary Outbursts in Belgium, Poland, and Italy
1. Austrian Netherlands given to Dutch Republic
2. Revolt by the Belgians
3. Revolt attempts in Poland and Italy

VII. Reform in Great Britain

historical events, scientific procedures/ experiments, or technical processes.

7. 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.

8. 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.

9. 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.

10. 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.

11. e. 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).
### A. The Reform Act of 1832
1. New political power for industrial urban communities
2. Benefited the upper middle class

### B. New Reform Legislation
1. Poor Law of 1834
2. Repeal of the Corn Laws (1846)

### VIII. The Revolutions of 1848

#### A. Yet Another French Revolution
1. Scandals, graft, corruption, and failure to initiate reform
2. Louis-Philippe abdicates, February 24, 1848
3. Provisional government established
   a. Elections to be by universal manhood suffrage
   b. National workshops
   c. Growing split between moderate and liberal republicans
4. Second Republic established
   a. Charles Louis Napoleon Bonaparte was elected in December, 1848

### IX. Revolution in Central Europe

#### A. French revolts led to promises of reform
1. Frederick William IV (1840-1861)
   a. Frankfurt Assembly
2. Austrian Empire
   a. Louis Kossuth, Hungary
   b. Metternich flees

12. 3. (See note; not applicable as a separate requirement)
13. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
14. 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.
15. 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.
16. 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.
17. 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.
18. 9. Draw evidence from informational texts to support
the country
c. Hungary’s wishes granted
d. Francis Joseph I (1848-1916)
X
Revolts in the Italian States
A. Giuseppe Mazzini (1805-1872)
   1. Young Italy, 1831
   2. Goal: a united Italy
B. Cristina Belgioioso (1808-1871)
C. Charles Albert (r. 1831 – 1849)
XI.
The Failures of 1848
A. Division within the revolutionaries
   1. Radicals and liberals
B. Divisions among nationalities
XII.
The Maturing of the United States
A. The American Constitution contained forces of liberalism and nationalism
B. Alexander Hamilton (1757-1804), Federalist
C. Thomas Jefferson (1743-1826), Republican
D. Effects of War of 1812
E. John Marshall (1755-1835)
F. Andrew Jackson (1767-1845) and democracy
XIII. The Emergence of an Ordered Society
A. Development of a regular system of police
   1. Purpose of police
   B. French Police
   1. First appearance of

analysis, reflection, and research.
19. 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.

Content Specific Writing Standards:

College and Career readiness anchor Standards for reading

The grades 6–12 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

13. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
14. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
15. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
new kind of police in Paris
C. British Bobbies
   1. “Bobbies” introduced in 1829 – 1830
   2. Goal was to prevent crime
D. Crime and Social Reform
   1. New poor laws
   2. Moral reformers
   3. Organized religion
E. Prison Reform
   1. The United States takes the lead (Auburn Prison in New York, Walnut Street Prison in Philadelphia)
   2. Prison reform in France and Britain

XIV. The Characteristics of Romanticism
A. Emotion, sentiment, and inner feelings
B. Tragic figure
   1. Johann Wolfgang von Goethe (1749-1832),
   2. The Sorrows of the Young Werther
C. Individualism
D. Interest in the past
   1. Grimm Brothers
   2. Hans Christian Andersen
   3. Walter Scott
E. Gothic literature
   1. Edgar Allan Poe (1808-1849)
   2. Mary Shelley (1797-1851)
F. Experimentation with drugs

XV. Romantic Poets and the Love of Nature
A. Percy Bysshe Shelley (1792-1822)

Craft and Structure
16. 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.
17. 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.
18. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
19. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
20. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
21. Analyze how two or more texts address similar themes or topics in order 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.
1. *Prometheus Unbound*  
B. Lord Byron (1788-1824)  
1. *Childe Harold’s Pilgrimage*  
C. William Wordsworth (1770-1850)  
1. The mysterious force of nature  
D. Critique of Science  

XVI. Romanticism in Art and Music  
A. Casper David Friedrich (1774-1840)  
1. God and nature  
B. Eugène Delacroix (1798-1863)  
1. Passion for color  
C. Ludwig van Beethoven (1770-1827)  

XVII. Religion in the Age of Romanticism  
A. Revival of Catholicism  
1. François-René de Chateaubriand  
B. Revival of Protestantism  

I. The France of Napoleon III: Louis Napoleon & the Second Napoleonic Empire  
A. Louis Napoleon: Toward the Second Empire  
1. National Assembly rejected his call for revision of constitution to allow him to stand for reelection  
2. Responded by seizing government by force  
3. Restored universal male suffrage and asked that the empire be restored  
4. Assumed the title of Napoleon III, December 2, 1852  
B. The Second Napoleonic Empire  

College and Career readiness anchor Standards for Writing  

The grades 6–12 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.  

text types and Purposes*  

13. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.  
14. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
15. 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  

16. Produce clear and coherent writing in which the development, organization, and style are
<table>
<thead>
<tr>
<th>Empire</th>
<th>appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Authoritarian government</td>
<td>17. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>2. Early domestic policies</td>
<td>18. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>a. Economic prosperity</td>
<td>research to Build and Present Knowledge</td>
</tr>
<tr>
<td>b. Reconstruction of Paris</td>
<td>19. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>(1) Baron Haussmann</td>
<td>20. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
</tr>
<tr>
<td>3. Liberalization of the regime in the face of opposition</td>
<td>21. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

II. Foreign Policy: The Mexican Adventure

A. Sent troops to Mexico in 1861 to intervene in struggle between Mexican liberals and conservatives
B. French forces remained after order had been restored
C. Installed Archduke Maximilian of Austria as emperor in 1864
D. Maximilian overthrown and executed in 1867

III. Foreign Policy: Crimean War

A. The Ottoman Empire
   1. Disintegration of the Ottoman Empire
      a. Encroachment of the Russian Empire
      b. Loss of territory
   B. The War
      1. Russian demand to protect Christian shrines (Privilege already given to the French)
      2. Ottomans refuse; Russia invades Moldavia and Wallachia
      3. Turks declare war,
October 4, 1853
4. Britain and France declare war on Russia, March 28, 1854
5. Destroys the Concert of Europe
6. War ends in March, 1856
7. Political effects of the war

IV. National Unification: Italy

A. Kingdom of Piedmont
   1. Victor Emmanuel II (1849-1878) of Kingdom of Piedmont
   2. Count Camillo di Cavour (1810-1861)
   3. Napoleon III’s alliance with Piedmont, 1858
   4. War with Austria, 1859
   5. Northern states join Piedmont

B. Guiseppe Garibaldi (1807-1882)
   1. The Red Shirts
   2. Invasion of Kingdom of the Two Sicilies, 1860

C. Kingdom of Italy, March 17, 1861

D. Annexation of Venetia, 1866

E. Annexation of Rome, 1870

IV. National Unification: Germany

A. William I, 1861-1888
B. Wanted military reforms
C. Otto von Bismarck (1815-1898)
   1. Reorganization of the army
   2. Realpolitik
D. The Danish War (1864)
E. Schleswig and Holstein
F. Joint administration with Austria
G. Austro-Prussian War (1866)
<p>| | |</p>
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<tbody>
<tr>
<td>H.</td>
<td>Austrian defeat at Königgratz, July 3, 1866</td>
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<tr>
<td></td>
<td>I. North German Confederation</td>
</tr>
<tr>
<td></td>
<td>J. Military agreements with Prussia</td>
</tr>
<tr>
<td>V.</td>
<td>Franco-Prussian War (1870-1871)</td>
</tr>
<tr>
<td></td>
<td>A. Dispute with France over the throne of Spain</td>
</tr>
<tr>
<td></td>
<td>B. French declaration of war, July 15, 1870</td>
</tr>
<tr>
<td></td>
<td>C. Battle of Sedan, September 2, 1870</td>
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<td></td>
<td>D. Siege of Paris, capitulates January 28, 1871</td>
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<td></td>
<td>E. Southern German states join Northern German Confederation</td>
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<td></td>
<td>F. William I proclaimed Kaiser, January 8, 1871, of the Second German Empire</td>
</tr>
<tr>
<td>VI.</td>
<td>The Austrian Empire: Toward a Dual Monarchy</td>
</tr>
<tr>
<td></td>
<td>A. Ausgleich, Compromise, 1867</td>
</tr>
<tr>
<td></td>
<td>1. Creates a dual monarchy</td>
</tr>
<tr>
<td></td>
<td>2. German and Magyars dominate minorities</td>
</tr>
<tr>
<td></td>
<td>3. Francis Joseph Emperor of Austria/King of Hungary</td>
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<tr>
<td></td>
<td>4. Some things in held in common</td>
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<tr>
<td></td>
<td>5. Other minorities</td>
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<tr>
<td>VII.</td>
<td>Imperial Russia</td>
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<tr>
<td></td>
<td>A. Alexander II, 1855-1881</td>
</tr>
<tr>
<td></td>
<td>1. Emancipation of serfs, March 3, 1861</td>
</tr>
<tr>
<td></td>
<td>2. Problems with emancipation</td>
</tr>
<tr>
<td></td>
<td>3. Zemstvos (local assemblies)</td>
</tr>
</tbody>
</table>
4. Growing dissatisfaction
5. Assassination of Alexander II (1881)
6. Alexander III (1881-1894)
a. Return to traditional methods of repression

VIII. Great Britain: The Victorian Age

A. Did not experience revolts in 1848
   1. Reforms
   2. Economic growth
B. Queen Victoria (1837 – 1901) reflected the age
C. Benjamin Disraeli (1804-1881)
   1. Extension of voting rights
   2. Reform Act, 1867
D. William Gladstone (first administration, 1868 – 1874)
   1. Liberal reforms
   2. Education Act of 1870

IX. Nation Building: North America

A. The United States: Civil War and Reunion
   1. Differences between North and South
      a. The cotton economy
   2. Election of Abraham Lincoln, secession of South Carolina, 1860
   3. Civil War, 1861-1865
      a. North has the advantage
      b. Grant and Lee and the war’s end
B. Emergence of the Canadian Nation
   1. By 1800 want more autonomy
2. By 1837 several groups rebelled
3. The Dominion of Canada, 1867

X. Industrialization on the Continent
   A. Continental industrialization comes of age (1850 – 1871)
   B. Mechanization of textile and cotton industries
   C. Growth of iron industries
   D. Elimination of trade barriers
   E. Government support and financing

XI. Marx and Marxism
   A. Karl Marx (1818-1883) and Friedrich Engels (1820-1895), *The Communist Manifesto*, 1848
      1. History is the history of class struggle
      2. Stages of history
      3. End result of history is a classless society
   B. After 1848 Revolutions, Marx went to London
      1. Marx, *Das Kapital*
   C. International Working Men’s Association, 1864
      1. Internal problems

XII. A New Age of Science
   A. Development of the steam engine led to science of relationship between heat and mechanical energy
   B. Louis Pasteur – germ theory of disease
   C. Dmitri Mendeleyev – atomic weights
   D. Michael Faraday – generator
   E. Science and Materialism
<table>
<thead>
<tr>
<th>XIII. Charles Darwin and the Theory of Organic Evolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Charles Darwin (1809-1882)</td>
</tr>
<tr>
<td>1. <em>On the Origin of Species by Means of Natural Selection</em>, 1859</td>
</tr>
<tr>
<td>a. All plants and animals have evolved over a long period of time</td>
</tr>
<tr>
<td>b. Those who survived had adapted to the environment</td>
</tr>
<tr>
<td>2. <em>The Descent of Man</em>, 1871</td>
</tr>
<tr>
<td>3. Ideas highly controversial; gradually accepted</td>
</tr>
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</table>

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<thead>
<tr>
<th>XIV. A Revolution in Health Care</th>
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<tbody>
<tr>
<td>A. Pasteur and Germs</td>
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<tr>
<td>B. New Surgical Practices</td>
</tr>
<tr>
<td>1. Joseph Lister</td>
</tr>
<tr>
<td>C. New Public Health Care Measures</td>
</tr>
<tr>
<td>1. Public hygiene</td>
</tr>
<tr>
<td>D. New Medical Schools</td>
</tr>
<tr>
<td>E. Women and Medical Schools</td>
</tr>
<tr>
<td>1. Elizabeth Blackwell (1821 – 1910)</td>
</tr>
</tbody>
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<thead>
<tr>
<th>XV. Science and the Study of Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Auguste Comte (1798 – 1857)</td>
</tr>
<tr>
<td>1. <em>System of Positive Philosophy</em></td>
</tr>
<tr>
<td>2. Positive knowledge</td>
</tr>
<tr>
<td>3. Primacy of sociology</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>XVI. Realism in Literature and Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Realistic Novel</td>
</tr>
<tr>
<td>1. Rejected Romanticism</td>
</tr>
<tr>
<td>2. Gustave Flaubert</td>
</tr>
</tbody>
</table>
3. William Thackeray  
   (1811-1863), *Vanity Fair*, 1848

4. Charles Dickens (1812-1870)

   B. Realism in Art
   
   1. Gustave Courbet  
      (1819-1877)
       a. Portrayal of everyday life

   2. Jean-Francois Millet  
      (1814-1875)
       a. Scenes from rural life

XVII. Music: The Twilight of Romanticism

A. Franz Liszt (1811 – 1886)
   1. New German School

B. Richard Wagner (1813 – 1883)
   1. Development of a national opera
   2. *Ring of the Nibelung*

I. The Growth of Industrial Prosperity: New Products & New Markets

A. Substitution of steel for iron

B. Chemicals

C. Electricity
   1. Thomas Edison (1847-1931) and Joseph Swan – light bulb
   2. Alexander Graham Bell (1847-1922) – telephone, 1876
   3. Guglielmo Marconi (1874-1937) – radio waves across the Atlantic, 1901
   4. Transformation of factories

D. Internal Combustion Engine
   1. Automobile and airplane
      a. Henry Ford (1863-
1947) – mass production  
   b. Zeppelin airship,  
1900  
   c. Wright brothers,  
1903  
   E. New markets  
      1. Increased wages  
      2. Competition  
      3. Tariffs and cartels  
      4. Larger factories  

II. New Patterns in an Industrial Economy  
   A. Economic Patterns, 1873 – 1914  
      1. Depression, 1873 – 1895  
      2. Economic boom, 1895 – 1914  
   B. German Industrial Leadership  
      1. Germany replaces Britain as the industrial leader of Europe  
      2. New areas of manufacturing  
   C. European Economic Zones  
      1. Advance industrial core of Great Britain, Belgium France, the Netherlands, Germany, western part of the Austro-Hungarian Empire, and northern Italy  
      2. Little industrial development in southern Italy, most of Austria-Hungary, Spain, Portugal, the Balkan kingdoms, and Russia  
   D. The Spread of Industrialization  
      1. Industrialization in Russia and Japan  
   E. Emergence of a World
### Economy

#### III. Women and Work: New Job Opportunities

- **A. “Right to work”**
- **B. Ideal of Domesticity**
- **C. Sweatshops**
- **D. White-Collar Jobs**
  1. Increase in white-collar jobs created a shortage of male workers opening up opportunities for women
  2. Secretaries and teachers
  3. Freedom from domestic patterns
- **E. Prostitution**

#### IV. Organizing the Working Class

- **A. Socialist Parties**
  1. German Social Democratic Party (SPD)
  2. Effects of the growth of socialist parties
  3. Second International
  4. Two divisive issues: nationalism and revisionism
- **B. Evolutionary Socialism**
  1. Eduard Bernstein (1850-1932)
- **C. The Problem of Nationalism**
  1. Variation of socialist parties from country to country
- **D. The Role of Trade Unions**
  1. National variations
  2. Unions and political parties
- **E. The Anarchist Alternative**
  1. Michael Bakunin

#### V. Emergence of a Mass Society

- **A. Population Growth**
1. Decline in the death rate
   a. Medical discoveries and environmental conditions
   b. Improved publication sanitation
   c. Improved nutrition

B. Emigration
   1. Economic motives
   2. Political motives

VI. Transformation of the Urban Environment

   A. Urbanization of Europe
   B. Improving Living Conditions
      1. Reformers: Edwin Chadwick and Rudolf Virchow
      2. Pointed to relationship between living conditions and disease
      3. Buildings begin to be inspected for problems
      4. Public Health Act of 1875 in Britain
      5. Clean water into the city
      6. Expulsion of sewage
   C. Housing Needs
      1. Reformer-philanthropists focused on relationship of living conditions to political and moral health of the nation
      2. Government support
   D. Redesigning the Cities

VII. The Social Structure of the Mass Society

   A. The Upper Classes
      1. 5 percent of the population that controlled 30 to 40 percent of wealth
      2. Alliance of wealthy business elite and traditional
aristocracy
3. Common bonds
B. The Middle Classes
1. Upper middle class, middle middle-class, lower middle-class
2. Professionals
3. White-collar workers
4. Middle-class values came to dominate
C. The Lower classes
1. 80 percent of the European population
2. Agriculture
3. Urban working class: Skilled, semiskilled, unskilled workers

VIII. The “Woman Question”: The Role of Women
A. Traditional Values
1. Marriage the only honorable and available career
2. Decline in the birth rate in part to some birth control
B. Middle-Class and Working-Class Families
1. Domesticity
2. Leisure time and holiday traditions
3. Daughters of working class families worked until married
4. 1890 – 1914: higher paying jobs made it possible to live on husband’s wages
   a. Limit size of the family
   b. Reduced work week

IX. Education in the Mass Society
A. Expansion of Secondary Education
B. Universal Elementary Education
1. States began to offer public education
2. States assumed the responsibility for teacher training
   C. Liberal Beliefs About Education
      1. Personal and social development
      2. Needs of industrialization
      3. Need for an educated electorate
      4. Differences in education of boys and girls
   D. Female Teachers
   E. Increased Literacy
   F. Growth of Newspapers

X. Mass Leisure
   A. Amusement Parks
   B. Music and Dance Halls
   C. Thomas Cook (1808-1892)
      1. Pioneer of mass tourism
   D. Sports
      1. Became organized with rules
      2. Professional sports

XI. Western Europe: The Growth of Political Democracy
   A. Reform in Britain: William Gladstone
      1. Reform Act of 1867: Suffrage extended
      2. Redistribution Act of 1885: Reorganized the election boroughs
      3. Salaries paid to members of the House of Commons, 1911
         a. More people could run for office
   B. Reform in France
      1. Universal male suffrage in 1871
      2. Radical republicans formed an independent government
         a. The Commune: Fighting between
the Commune and the government
b. Louis Michel (1830–1905)

3. Establishment of the Third Republic, 1875
   C. Spain
      1. Parliamentary government
      2. Worker unrest and conservative ideals
   C. Italy
      1. Had pretensions of great power status
      2. Sectional differences in Italy
      3. Chronic turmoil beyond the government’s control

XII. Central & Eastern Europe: Persistence of the Old Order
   A. Germany
      1. Trappings of parliamentary government
      2. 1871 constitution
      3. Emperor commands the military in Prussian tradition
      4. Bismarck’s conservatism
         a. Social Democratic Party, Social welfare programs
   B. Austria-Hungary
      1. Austrian constitution of 1867
      2. Problem of minorities worsened with universal male suffrage, 1907
   C. Russia
      1. Alexander III, 1881-1894: Overturns reform and returns to repressive measures
      2. Nicholas II, 1894-1917: Believed in absolute rule
<table>
<thead>
<tr>
<th><strong>Strand:</strong></th>
<th>AP European History</th>
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<tbody>
<tr>
<td><strong>Grade/Course:</strong></td>
<td>10-12</td>
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</table>

**Topic:**
An Age of Modernity, Anxiety, and Imperialism, 1894–1914

The Beginning of the Twentieth-Century Crisis: War and Revolution

**Content Statements:**

- The developments in science, intellectual affairs, and the arts that “opened the way to a modern consciousness”
- The difficulties faced by women, Jews, and the working class
- The political problems of Great Britain, Italy, France, Austria-Hungary, Germany, and Russia, leading up to 1914
- The effects of European imperialism on Africa and Asia
- The issues behind the international crisis in Europe
- The connection between the “new imperialism”, and the causes of World War I
- The long-range and immediate causes of World War I
- The initial expectations, and the changing course of the war
- The effect of the war on belligerents’ governmental, political, economic, and social institutions
- The causes of the Russian Revolution, and the Bolshevik takeover
- The Paris Peace Conference: objectives and final settlement
- The relationship between World War I and the Russian Revolution

**Content Elaborations:**

1. Toward the Modern Consciousness: Developments in the Sciences

---

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

**Content Specific Reading Standards:**

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LCS Social Studies Course of Study 2012
### A. The Certainty of Science
- Marie Curie (1867-1934) and Pierre Curie (1859-1906)
  1. Radiation
  2. Atoms
- Max Planck (1858-1947)
  1. Energy radiated discontinuously
- Albert Einstein (1879-1955)
  1. Theory of relativity
  2. Four dimensional space-time continuum
  3. Energy of the atom

### II. Toward a New Understanding of the Irrational

#### A. Friedrich Nietzsche (1844-1900)
  1. Glorifies the irrational
     a. Claimed humans at the whim of irrational life forces
  2. “God is dead”
     a. Critique of Christianity
  3. Concept of the superman

#### B. Henri Bergson (1859 – 1941)

#### C. Georges Sorel (1847 – 1922)
  1. Revolutionary socialism

### III. Sigmund Freud & Psychoanalysis

#### A. Sigmund Freud (1856-1939)

#### B. *The Interpretation of Dreams*, 1900

#### C. The Unconscious

#### D. Id, Ego, and Superego

#### E. Repression

### IV. The Impact of Darwinism: Social Darwinism and Racism

#### A. Social Darwinism
  1. Societies are organisms

---

.Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author’s premises,
that evolve

<table>
<thead>
<tr>
<th>B. Nationalism and Racism</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Friedrich von Bernhardi</td>
</tr>
<tr>
<td>2. Houston Stewart Chamberlain (1855-1927)</td>
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<tr>
<td>a. <em>The Foundations of the Nineteenth Century</em>, 1890</td>
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</table>

V. The Attack on Christianity

<table>
<thead>
<tr>
<th>A. Challenges to Established Churches</th>
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<tbody>
<tr>
<td>1. Scientific thinking</td>
</tr>
<tr>
<td>2. Modernization</td>
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<tr>
<td>3. New political movements</td>
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<td>4. Anticlericalism</td>
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<thead>
<tr>
<th>B. Response of the Churches</th>
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</thead>
<tbody>
<tr>
<td>1. Rejection: Pope Pius IX, <em>Syllabus of Errors</em></td>
</tr>
<tr>
<td>2. Adaptation: modernism</td>
</tr>
<tr>
<td>3. Compromise: Pope Leo XIII</td>
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VI. Naturalism & Symbolism in Literature

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<thead>
<tr>
<th>A. Naturalism</th>
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<tbody>
<tr>
<td>1. Émile Zola (1840 – 1902)</td>
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<td>2. Fyodor Dostoevsky (1821 – 1881)</td>
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<table>
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<tr>
<th>B. Symbolism</th>
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<tbody>
<tr>
<td>1. Objective knowledge of the world was impossible</td>
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<td>2. Art should function for its own sake</td>
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VII. Modernism in the Arts

<table>
<thead>
<tr>
<th>A. Impressionism</th>
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<tbody>
<tr>
<td>1. Camille Pissarro (1830-1903)</td>
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<tr>
<td>2. Berthe Morisot (1841-1895)</td>
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<table>
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<tr>
<th>B. Post-Impressionism</th>
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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.**

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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.

4. Establish and maintain a formal style and objective tone while
1. Light and color with structure and form
2. Subjective Realism
3. Vincent van Gogh
   (1853-1890)
C. The Search for Individual Expression
   1. Photography
   2. Cubism: Pablo Picasso
   (1881-1973)
   3. Abstract Expressionism: Vasily Kandinsky
   (1866-1944)
D. Modernism in Music
   1. Edvard Grieg (1843 – 1907)
   2. Claude Debussy (1862 – 1918)
   3. Igor Stravinsky (1882-1971)
   4. Sergei Diaghilev (1872-1929)

VIII. Politics: New Directions and New Uncertainties

A. The Movement for Women’s Rights: Demands of Women
   1. Amalie Sieveking
   (1794-1859)
   2. Florence Nightingale
   (1820-1910)
   3. Clara Barton (1821-1912)
   4. Growing demands of suffragists
      a. Emmeline Pankhurst (1858-1928)
      b. Women’s Social and Political Union
      c. Publicity
      1. Peace movements
         a. Bertha von Suttner
      1843-1914
B. The New Woman
   1. Maria Montessori

attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from or supports the argument presented.
6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
7. 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.
8. 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.
9. 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.
10. 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.
11. e. Provide a concluding statement or section that
(1870-1952)

| a. | New teaching materials |
| b. | Began the system of Montessori schools |

IX. Jews in the European Nation-State

A. Anti-Semitism
B. Persecution in Eastern Europe
   1. Pogroms
C. Emigration
D. The Zionist Movement
   1. Theodor Herzl (1860-1904)
   2. The Jewish State, 1896
   3. Zionism

X. The Transformation of Liberalism: Great Britain and Italy

A. Britain
   1. Working Class Demands
      a. Caused Liberals to move away from ideals
         2. Trade Unions
            a. Advocate “collective ownership” and other controls
            3. Fabian Socialists
            4. Britain’s Labour Party
            5. David Lloyd George (1863-1945)
               a. Abandons laissez-faire
               b. Backs social reform measures
                  c. National Insurance
               Act, 1911
               d. Beginnings of the welfare state
   B. Italy
      1. Giovanni Giolitti (1903–1914)

follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
12.3. (See note; not applicable as a separate requirement)

13.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14.5. 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.

15.6. 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.

16.7. 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.

17.8. 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
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<td>2.</td>
<td><strong>Transformismo</strong></td>
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<td>XI.</td>
<td>France: Travails of the Third Republic</td>
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<td></td>
<td>A. Dreyfus Affair (1895 – 1906)</td>
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<td></td>
<td>B. Rise of Radical Republicans</td>
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<td></td>
<td>C. Purge of anti-republican individuals and institutions</td>
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<td></td>
<td>D. Economic challenges</td>
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<tr>
<td>XII.</td>
<td>Growing Tensions in Germany</td>
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<td></td>
<td>A. William II (1888-1918)</td>
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<tr>
<td></td>
<td>B. Military and industrial power</td>
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<tr>
<td></td>
<td>C. Conflict of tradition and modernization</td>
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<td>D. Strong nationalists</td>
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<tr>
<td>XIII.</td>
<td>Austria-Hungary: The Problem of the Nationalities</td>
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<tr>
<td></td>
<td>A. Parliamentary agitation for autonomy of nationalities</td>
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<td></td>
<td>B. Rule by emergency decrees</td>
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<td></td>
<td>C. Growth of virulent German nationalism</td>
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<td>D. Magyar agitation for complete separation of Hungary from Austria</td>
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<td>XIV.</td>
<td>Industrialization and Revolution in Imperial Russia</td>
</tr>
<tr>
<td></td>
<td>A. By 1900 the fourth largest producer of steel</td>
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<td></td>
<td>1. Development of working class</td>
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<td></td>
<td>2. Development of socialist parties</td>
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<td></td>
<td>B. Marxist Social Democratic Party, Minsk, 1898</td>
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<td></td>
<td>C. The Revolution of 1905</td>
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<td></td>
<td>1. Russo-Japanese War, 1904-1905</td>
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<td></td>
<td>2. &quot;Bloody Sunday,&quot; January 9, 1905</td>
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</table>

overreliance on any one source and following a standard format for citation.

18. 9. Draw evidence from informational texts to support analysis, reflection, and research.

19. 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.

**Content Specific Writing Standards:**

College and Career readiness anchor Standards for reading

The grades 6–12 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

16. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

17. Determine central ideas or themes of a text and analyze their development; summarize
3. General strike, October 1905

4. Under pressure, Nicholas II granted civil liberties and a legislative body, the Duma

5. Curtailment of power of the Duma, 1907

XV. The Rise of the United States

A. Shift to an industrial nation, 1860-1914
B. 9 percent own 71 percent of wealth
C. American Federation of Labor
   1. Included only 8.4 percent of industrial labor
D. Progressive Era
   1. Reform
   2. Meat Inspection Act, Pure Food and Drug Act
E. Woodrow Wilson, 1913-1921
   1. Income tax and Federal Reserve System

XVI. The Growth of Canada

A. Dominion of Canada
   1. Quebec, Ontario, Nova Scotia, New Brunswick – 1870
   2. Manitoba, British Columbia – 1871
B. William Laurier, 1896, first French Canadian prime minister

XVII. The New Imperialism

A. Causes of the New Imperialism
   1. Competition among European nations
   2. Social Darwinism and racism

the key supporting details and ideas.

18. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

19. 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.

20. 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.

21. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

22. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

23. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

24. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
B. The Scramble for Africa
   1. South Africa
      a. Cecil Rhodes (1853-1902)
         (1) Diamond and gold companies
         (2) Takes the Transvaal
         (3) Attempts to overthrow the neighboring Boer Government
      b. Boer War, 1899-1902
      c. Union of South Africa, 1910

XVIII. The Scramble for Africa (cont.)

A. Portuguese and French Possessions
   1. Mozambique
   2. Angola
   3. Algeria, 1830
   4. West Africa and Tunis

B. The British in Egypt

C. Belgium and Central Africa
   1. Leopold II, 1865-1909
   2. International Association for the Exploration and Civilization of Central Africa, 1876
   3. Congo
   4. French reaction is to move into territory north of the Congo River

D. German Possessions
   1. South West Africa; Cameroons; Togoland; East Africa
   E. Impact on Africa

XIX. Imperialism in Asia

Complexity

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

College and Career readiness anchor Standards for Writing

The grades 6–12 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.

text types and Purposes*

16. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

17. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

18. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
A. The British in Asia
   1. James Cook to Australia, 1768-1771
   2. British East India Company
   3. Empress of India bestowed on Queen Victoria, 1876
B. Russian Expansion
   1. Siberia
   2. Reach Pacific coast, 1637
   3. Press south into the crumbling Ottoman Empire
   4. Persia and Afghanistan
   5. Korea and Manchuria
C. China
   1. British acquisition of Hong Kong
   2. European rivalry and the establishment of spheres of influence
D. Japan and Korea
   1. Matthew Perry opens Japan, 1853-1854
E. Southeast Asia
   1. British and French control
F. American Imperialism
   1. US and the Spanish-American War

XX. Responses to Imperialism
A. Africa
   1. New class of educated African leaders
   2. Resentment of foreigners
   3. Middle-class Africans
   4. Intellectual hatred of colonial rule
      a. Political parties and movements
B. China
   1. Boxer Rebellion, 1900-1901, Society of Harmonious Fists

Production and distribution of Writing
19. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

20. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

21. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

research to Build and Present Knowledge

22. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

23. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

24. 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.
2. Sun Yat-sen (1866-1925)

3. Fall of the Manchu dynasty, 1912, founding of the Republic of China

C. Japan
   1. Mutsuhito (1867 – 1912)
   2. Meiji Restoration
   3. Imitation of the West

D. India
   1. Costs and benefits of British rule
   2. Indian National Congress (1883)

XXI. International Rivalry and the Coming of War

A. The Bismarckian System
   1. The Balkans: Decline of Ottoman Power
   2. Congress of Berlin (1878)
   3. New Alliances
      a. Triple Alliance, 1882 – Germany, Austria, Italy
      b. Reinsurance Treaty between Russia and Germany, 1887
      c. Dismissal of Bismarck, 1890

B. New Directions and New Crises
   1. Emperor William II and a "place in the sun"
   2. Military alliance of France and Russia, 1894
   3. Triple Entente, 1907 – Britain, France, Russia
   4. Triple Alliance, 1907 – Germany, Austria-Hungary, Italy

XXII. Crisis in the Balkans, 1908-1913

A. Austria annexes Bosnia and
Herzegovina, 1908  
  B. Serbian protest, Russian support of Serbia  
  C. First Balkan War, 1912  
    1. Balkan League defeats the Ottomans  
  D. Second Balkan War, 1913  
    1. Greece, Serbia, Romania, and the Ottoman Empire attacked and defeated Bulgaria  
    2. Serbia’s ambitions  
    3. London Conference

I. The Road to World War I  
  A. Nationalism and Internal Dissent  
    1. Nationalism  
      a. Liberals claimed that creation of national states would bring peace  
      b. Led to competition instead of cooperation  
      c. Brinkmanship  
    2. Internal dissent  
      a. Ethnic tensions  
      b. Growing power of Socialist labor movements  
  B. Militarism  
    1. Conscription  
    2. Influence of military leaders  
  C. The Outbreak of War: The Summer of 1914  
    1. The effects of the Balkan Wars prior to 1914  
    2. Assassination of Archduke Francis Ferdinand and wife Sophia, June 28, 1914  
    3. Germany gives “full support” to Austria  
    4. Russian mobilization  
    5. Schlieffen Plan  

II. The War 1914-1915: Illusions &
Stalemate
A. European attitudes toward the beginning of war
B. Failure of the Schlieffen Plan
C. First Battle of the Marne, September 6-10, 1914
D. Russian Failures
   1. Battle of Tannenberg, August 30, 1914
   2. Battle of Masurian Lakes, September 15, 1914
E. Austrian Failures
   1. Galicia and Serbia
   2. Germans come to Austria’s aid

III. The War 1916-1917: The Great Slaughter
A. Trench warfare
   1. “No-man’s land”
   2. “Softening up” the enemy
   3. Battle of Verdun, 70,000 lost
   4. Battle of the Somme, 1916
      a. Heaviest one-day loss in World War I

IV. The Widening of the War
A. August 1914: Ottoman Empire enters the war
   1. Battle of Gallipoli, April 1915
B. May 1915: Italy enters the war against Austria-Hungary
C. September 1915: Bulgaria enters the war on the side of the Central Powers
D. Middle East
   1. Lawrence of Arabia (1888-1935)
E. April 1917: Entry of the United States
   1. The United States tried to remain neutral
   2. Sinking of the Lusitania, May 7, 1915
3. Return to unrestricted submarine warfare January 1917
4. United States enters the war, April 6, 1917
5. Bolshevik Revolution, 1917

V. A New Kind of Warfare
   A. Air Power
      1. 1915: first use of airplanes on the battle-front
      2. German use of zeppelins
   B. Tanks
      1. 1916: first use of tanks on the battlefield
      2. Early tanks ineffective
      3. 1918: British Mark V first effective tank

VI. The Home Front: The Impact of Total War
   A. Government Centralization
   B. Conscription
   C. Effects on Economies
   D. Public Order and Public Opinion
      1. Dealing with unrest
      2. Defense of the Realm
      3. Propaganda
   E. Social Impact of Total War
      1. Labor benefits
      2. New roles for women
         a. Male concern over wages
         b. Women began to demand equal pay
         c. Gains for women

VII. The Russian Revolution
   A. War and Discontent
      1. Nicholas II was an autocratic ruler
      2. Russia not prepared for war
      3. Influence of Rasputin
   B. The March Revolution
      1. Problems in Petrograd
2. March of the women, March 8, 1917
3. Calls for a general strike
4. Soldiers join the marchers
5. Provisional Government takes control
   a. Alexander Kerensky (1881-1970)
   b. Tried to carry on the war
   c. Soviets sprang up
6. Bolsheviks under the leadership of Vladimir Ulianov, 1870-1924
   a. Sent back to Russia in a sealed train by the Germans
   b. “Peace, land and bread”
C. The Bolshevik Revolution
   1. Bolsheviks control Petrograd and Moscow soviets
   2. Collapse of Provisional Government, November 6-7, 1917
   3. Treaty of Brest-Litovsk, March 3, 1918
D. Civil War
   1. Bolshevik (Red) army and Anti-Bolshevik (White) army
   2. Murder of the Tsar and his family (July 16, 1918)
   3. Disunity among the white army
   4. Communists and “War communism”
   5. Invasion of allied troops
   6. 1921: Communists victory
VIII. The Last Year of the War
   A. Last German offensive, March 21-July 18, 1918
   B. Allied counterattack, Second Battle of the Marne, July 18, 1918
   C. General Ludendorff informs
German leaders that the war is lost

D. William II abdicates, November 9, 1918

E. Republic established

F. Armistice, November 11, 1918

G. The Casualties of the War
   1. 8 to 9 million soldiers killed, 22 million wounded

IX. Revolutionary Upheavals in Germany and Austria-Hungary

A. Revolution in Germany
   1. Division of German Socialists
      2. Formation of two governments
      3. Failure of radicals to achieve control

B. Revolution in Austria
   1. Ethnic upheaval
   2. Formation of independent republics

X. The Peace Settlement

A. Palace of Versailles, January 1919, 27 Allied nations

B. Woodrow Wilson, Fourteen Points

C. Pragmatism of other states

D. Lloyd George determined to make Germany pay

E. Georges Clemenceau of France concerned with his nation's security

F. January 25, 1919, the principle of the League of Nations adopted

XI. The Treaty of Versailles

A. Five separate treaties (Germany, Austria, Hungary, Bulgaria, and the Ottoman Empire)

B. The most important was the Treaty of Versailles, June 18, 1919
   1. Article 231, War Guilt Clause
   2. 100,000 man army
3. Loss of Alsace and Lorraine
4. Sections of Prussia to the new Polish state
5. German charges of a “dictated peace”

XII. The Other Peace Treaties
A. German and Russian Empires lost territory in eastern Europe
   B. New nation-states: Finland, Latvia, Estonia, Lithuania, Poland, Czechoslovakia, Austria, and Hungary
   C. Romania acquired additional lands from Russia, Hungary, and Bulgaria
   D. Yugoslavia
   E. Compromises will lead to future problems
   F. Minorities in every eastern European states
   G. Ottoman Empire dismembered
      1. Promises of independence of Arab states in the Middle East
      2. Mandates
         a. France – Lebanon and Syria
         b. Britain – Iraq and Palestine
   H. United States Senate rejects the Versailles Peace Treaty
**Strand:** AP European History  
**Grade/Course:** 10-12

**Topic:**  
The Futile Search for Stability: Europe between the Wars, 1919–1939  
The Deepening of the European Crisis: World War II

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**Content Statements:**

- Impact of World War I and the problems faced by European countries in the 1920’s
- The responses of France, Great Britain, and the United States to the Great Depression and other crises
- World War I’s effect on Europe’s colonies in Asia and Africa
- The retreat from democracy and the characteristics of totalitarian states: Fascist Italy, Nazi Germany, and Stalinist Russia
- What role did mass culture and mass leisure play in totalitarian states
- What were the main cultural and intellectual trends in the interwar years
- Why the 1920’s has been called both an age of anxiety, and a period of hope
- Hitler’s foreign policy goals, and how he achieved them between 1933 and 1939
- Japan’s policies and their contribution to war in Asia
- The main events of World War II in Europe and Asia, and why the allies were victorious
- The organization of the Nazi Empire
- The Holocaust, and the role it played in Nazi policy
- The conditions on the home front for the major western nations, and Japan
- The Allies’ different visions of postwar Europe, and the emergence of the Cold War
- The relationship between World War I and World War II, and how each war was fought

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**Content Elaborations:**

I. An Uncertain Peace: The Search for Security  
   A. Impact of World War I

---

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

**Content Specific Reading Standards:**
1. The numbers:
   - Causalities and mourning
2. The lost generation

B. Weaknesses of the League of Nations
   C. The French Policy of Coercion (1919 – 1924)
   1. Desire for strict enforcement the Treaty of Versailles
   2. Allied Reparations Commission, April 1921 $33 billion
   3. Paid in annual installments of billion gold marks
   4. Germany unable to pay in 1922
   5. French occupation of the Ruhr Valley
   6. German mark fall to 4.2 trillion to $1, end of November 1923
C. The Hopeful Years (1924 – 1929)
   1. Dawes Plan, 1924
   2. Treaty of Locarno, 1925
   3. Coexistence with Soviet Union

II. The Great Depression
   A. Problems in domestic economies
   B. International financial crisis
   C. Crash of the American stock market, October 1929
   1. Affects European markets
   D. Unemployment
   E. Social Repercussions
   F. Powerlessness of Governments

III. The Democratic States
   A. Great Britain
   1. Labour Party failed to solve problems

. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or
2. Coalition claimed credit for prosperity
3. John Maynard Keynes (1883-1946)
   a. Keynes says the government should create jobs
B. France
   1. Was the strongest power in Europe
   2. Could not solved financial problems
   3. Popular Front
C. Scandinavian States
   1. Social Democrats
D. The United States
   1. Herbert Hoover, (1929-1933)
   2. Franklin D. Roosevelt, (1933-1945)
      a. New Deal
      b. Public works
   c. World War II ends the depression
IV. European States and the World: Colonial Empires
   A. Rising tide of unrest in Asia and Africa
   B. The Middle East
      1. Division of Ottoman Empire
      2. Turkey
         a. Colonel Mustafa Kemal (Atatürk)
   C. India
      1. Mohandas Gandhi (1869 – 1948) and Civil Disobedience
   D. Africa
      1. Britain and France awarded German colonies
      2. Protest movements
V. Retreat from Democracy: The Authoritarian and Totalitarian States
   solve a problem.
8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Write arguments focused on discipline-specific content.

1. 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.
2. 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.
3. 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
Lancaster City Schools Social Studies Course of Study

<table>
<thead>
<tr>
<th>A. Totalitarianism</th>
<th>claim(s) and counterclaims.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By 1939 only France and Great Britain are democracies</td>
<td>4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>2. The modern totalitarian state</td>
<td>5. Provide a concluding statement or section that follows from or supports the argument presented.</td>
</tr>
<tr>
<td>a. Causes</td>
<td>6. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</td>
</tr>
<tr>
<td>b. Active commitment of citizens</td>
<td>7. 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.</td>
</tr>
<tr>
<td>c. Mass propaganda techniques</td>
<td>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.</td>
</tr>
<tr>
<td>d. High speed communication</td>
<td>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.</td>
</tr>
<tr>
<td>e. Led by single leader and single party</td>
<td>10. 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Fascist Italy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Impact of World War I</td>
<td></td>
</tr>
<tr>
<td>1. Italians angry over failure to receive territory after World War I</td>
<td></td>
</tr>
<tr>
<td>B. Birth of Fascism</td>
<td></td>
</tr>
<tr>
<td>1. Benito Mussolini (1883-1945)</td>
<td></td>
</tr>
<tr>
<td>2. Fascio di Combattimento (League of Combat), 1919</td>
<td></td>
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<tr>
<td>3. Growth of the socialist Fascists</td>
<td></td>
</tr>
<tr>
<td>4. Squadristi, armed</td>
<td></td>
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<tr>
<td>5. Fascist movement gains support from industrialists</td>
<td></td>
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<tr>
<td>6. March on Rome, 1922</td>
<td></td>
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<tr>
<td>7. Mussolini appointed prime minister, October 29, 1922</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Mussolini and the Italian Fascist State</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fascist Government</td>
<td></td>
</tr>
<tr>
<td>B. All parties outlawed, 1926 – Fascist dictatorship established</td>
<td></td>
</tr>
<tr>
<td>C. Mussolini’s view of a Fascist state</td>
<td></td>
</tr>
<tr>
<td>D. Young Fascists</td>
<td></td>
</tr>
</tbody>
</table>
E. Family is the pillar of the state

F. Never achieves the degree of totalitarianism like Germany or Soviet Union

G. Lateran Accords, February 1929

VII. Hitler and Nazi Germany

A. Weimar Germany
   1. No leaders
   2. Paul von Hindenberg elected president, 1925
   3. Great Depression

B. The Emergence of Adolf Hitler
   1. Adolf Hitler (1889-1945)
   2. Vienna
      a. Lanz von Liebenfels
   3. Munich

C. The Rise of the Nazis
   1. German Workers’ Party
   2. National Socialist German Workers’ Party (NSDAP), 1921
   3. Sturmabteilung (SA), Storm Troops

D. The Nazi Seizure of Power
   1. Munich Beer Hall Putsch, November 1923
   2. Hitler imprisoned
      a. Mein Kampf, (My Struggle)
      b. Lebensraum (living space)
   3. Reorganization of the party
   4. New strategies
   5. Nazi party largest in the Reichstag after 1932 election
   6. Support from right-wing elites
   7. Becomes chancellor, to the expertise of likely readers.
January 30, 1933
8. Reichstag fire, February 27, 1933
9. Successes in 1933 election
10. Gleichschaltung, coordination of all institutions under Nazi control
11. President Paul von Hindenburg dies, August 2, 1934

VIII. The Nazi State (1933-1939)

A. Parliamentary republic dismantled
B. Mass demonstrations and spectacles to create collective fellowship
C. Constant rivalry gives Hitler power
D. Economics and the drop in unemployment
E. Heinrich Himmler and the SS
F. Churches, schools, and universities brought under Nazi control
G. Hitler Jugend (Hitler Youth) and Bund deutscher Mädel (League of German Maidens)
H. Influence of Nazi ideas on working women
   I. Aryan Racial State
      1. Nuremberg laws, September 1935
      2. Kristallnacht, November 9-10, 1938
      3. Restrictions on Jews

IX. The Soviet Union

A. New Economic Policy
   1. Modified capitalism
B. Union of Socialist Republics established, 1922
   1. Revived economy
C. Lenin suffers strokes, (1922-

18.9. Draw evidence from informational texts to support analysis, reflection, and research.
19.10. 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.

Content Specific Writing Standards:

College and Career readiness anchor Standards for reading

The grades 6–12 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

19. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the
1924)
D. Division
1. Leon Trotsky
2. Joseph Stalin
   a. General Party Secretary
X. The Stalinist Era, (1929-1939)
   A. First Five Year Plan, 1928
      1. Emphasis on industry
      2. Real wages declined
      3. Use of propaganda
   B. Rapid collectivization of agriculture
      1. Famine of 1932-1933; 10 million peasants died
   C. Political Control
      1. Stalin’s dictatorship established, 1929
      2. Political purge, 1936-1938; 8 million arrested
   D. Role of Women
      1. Reversed liberal social legislation
   E. Positive Attributes
      1. Education
XI. Authoritarianism in Eastern Europe
   A. Conservative Authoritarian Governments
   B. Eastern Europe
      1. Austria, Poland, Czechoslovakia, and Yugoslavia adopted parliamentary systems
      2. Romania and Bulgaria gained new parliamentary constitutions
      3. Greece became a republic
      4. Hungary parliamentary in form; controlled by landed aristocrats
   C. Problems
      1. Little or no tradition of liberalism and parliamentary form

20. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
21. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

22. 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.
23. 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.
24. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

25. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
26. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
27. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the
<table>
<thead>
<tr>
<th>Dickinson</th>
<th>Authors take.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>range of reading and Level of text Complexity</td>
</tr>
</tbody>
</table>

### Lancaster City Schools Social Studies Course of Study 2012

#### II. Rural and agrarian society

### 3. Ethnic conflicts

#### XII. Dictatorship in the Iberian Peninsula

| A. General Miguel Primo de Rivera and the End of Parliamentary Government (1923) |
| B. The Spanish Civil War |
| 1. The Popular Front |
| 2. General Francisco Franco (1892 – 1975) |
| 3. Foreign intervention |
| 4. Franco emerges victorious (March 28, 1939) |
| C. The Franco Regime |
| 1. Traditional, conservative, dictatorship |
| D. Portugal |

#### XIII. Expansion of Mass Culture and Mass Leisure

| A. The Roaring Twenties |
| B. Berlin, the entertainment center of Europe |
| C. Josephine Baker (1906-1975) |
| D. Jazz Age |

#### XIV. Radio and Movies: Mass forms of Communication & Entertainment

| A. Radio |
| 1. Nellie Melba, June 16, 1920 |
| 2. BBC, 1926 |
| B. Movies |
| 1. *Quo Vadis; Birth of a Nation* |
| C. Stars became subjects of adoration |

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**College and Career readiness anchor Standards for Writing**

The grades 6–12 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.

### text types and Purposes*

19. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

20. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-
1. Marlene Dietrich
   D. Used for political purposes
      1. Nazis encourage cheap radios
      2. Triumph of the Will, 1934

XV. Mass Leisure

A. Sports
B. Tourism
C. Organized Mass Leisure in Italy and Germany
   1. Dopolavoro in Italy
   2. Kraft durch Freude in Germany

XVI. Cultural & Intellectual Trends in the Interwar Years

A. Prewar avant-garde culture becomes acceptable
B. Political, economic, and social insecurities
C. Radical changes in women’s styles
   D. Theodor van de Velde
      1. Ideal Marriage: Its Physiology and Technique
      2. Theodor van de Velde
         a. George Grosz (1893-1958)
            b. Otto Dix (1891-1959)
         3. Dadaism
            a. Tristan Tzara (1896-1945)
         4. Surrealism
   E. Nightmares and New Visions: Art and Music
      1. Abstract painting; fascination with the absurd
      2. German Expressionism
         a. George Grosz
      3. Dadaism
         a. Tristan Tzara
   F. Functionalism in Modern Architecture

structured event sequences.

Production and distribution of Writing

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

research to Build and Present Knowledge

25. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
26. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
27. 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.
1. Bauhaus School in Germany

G. A Popular Audience
   1. Kurt Weill, *The Three Penny Opera*

H. Art in Totalitarian Regimes
   1. Art in service of the state
      I. A New Style in Music
         1. Arnold Schöenberg (1874 – 1951)

XVII. Literature & Physics Between the Wars

   A. The Search for the Unconscious
      1. James Joyce (1882-1941), *Ulysses*
      2. Hermann Hesse (1877-1962)
      3. Impact of Freud

   B. The “Heroic Age of Physics”
      1. Ernest Rutherford (1871-1937), atom could be split

I. Prelude to War

   A. The Role of Hitler
      1. World War II began in the mind of Adolf Hitler
      2. Hitler believed that the Russian Revolution created the conditions for German expansion
      3. Conservative German elites shared Hitler’s dream of world domination

   B. The “Diplomatic Revolution” (1933-1937)
      1. Hitler becomes
chancellor, January 30, 1933
2. Slow rearmament
4. Troops into the demilitarized Rhineland, March 7, 1936
5. New Alliances
   a. Rome-Berlin Axis, October 1936
   b. Anti-Comintern Pact between Germany and Japan, November 1936

II. The Path to War (1938-1939)
   A. German Rearmament
      1. Blitzkrieg
   B. Annexation of Austria, March 13, 1938
   C. Hitler demands the cession of the Sudetenland, September 15, 1938
   D. Munich Conference, September 29, 1938
   E. Neville Chamberlain (1869-1940)
      1. Appeasement
   F. German dismemberment of Czechoslovakia
   G. Hitler demands Danzig
      1. British offer to protect Poland
   H. Non-aggression pact with the Soviet Union, August 23, 1939
   I. Invasion of Poland, September 1, 1939
   J. Britain and France declare war on Germany, September 3, 1939

III. The Path to War in Asia
   A. Japan's Rise to World Power Status
1. Defeat of China (1895) and Russia (1905)
2. By 1933, Japanese Empire included: Korea, Formosa, Manchuria, and the Marshall, Caroline, and Mariana Islands

B. Internal Tensions
1. Population growth
2. Impact of trade barriers
3. Rise of militarist government

C. Japanese Goals in East Asia
1. September 1931: Japanese conquest of Manchuria
2. Japan targeted China first
3. Rape of Nanjing
4. Cooperation with Germany
5. Shift of attention to Southeast Asia in the late 1930s

IV. The Course to World War II

A. Victory and Stalemate
1. Blitzkrieg (lightening war)
2. Poland divided on September 28, 1939
3. “Phony War”, winter 1939-1940
4. Germany resumes offensive, April 9, 1939, against Denmark and Norway
5. Attack on Netherlands, Belgium, and France, May 10, 1940
6. Evacuation of Dunkirk
7. Surrender of France, June 22, 1940
6. Vichy France
   a. Marshal Henri Pétain (1856-1951)
B. Battle of Britain, August-
September 1940
1. Winston Churchill (1874-1965)
2. German Luftwaffe
   C. German Mediterranean strategy
   D. Germany invades the Soviet Union, June 22, 1941

V. War in Asia
   A. Japanese Empire
   B. Attack on Pearl Harbor, December 7, 1941
   C. Greater East Asia Co-Prosperity Sphere

VI. Turning Point of the War (1942-1943)
   A. Entry of United States into the war critical to Allied victory
   B. The Grand Alliance
      1. Defeat of Germany the first priority
      2. Military aid to Russia and Britain
      3. Allies ignore political differences
      4. Agree on unconditional surrender
   C. The Course of the War (1942-1943)
      1. German success in 1942 in Africa and Soviet Union
      2. Allies invade North Africa, November 1942, victory in May 1943
      3. Battle of Stalingrad, November 1942-February 1943
      4. Battle of Midway, June 4, 1942

VII. The Last Years of the War
   A. Invasion of Sicily, 1943
B. Invasion of Italy, September 1943
C. Rome falls June 4, 1944
D. D-Day invasion of France, June 6, 1944
  1. Five assault divisions landed on Normandy beaches
  2. Within three months, two million men landed
E. German surrender at Stalingrad, February 2, 1943
F. Tank Battle of Kursk, Soviet Union, July 5-12, 1943
G. Russians enter Berlin, April 1945
H. Hitler’s suicide, April 30, 1945
I. Surrender of Germany, May 7, 1945
J. Death of President Franklin Roosevelt, April 12, 1945
K. Difficulty of invading the Japanese homeland
L. New President Harry Truman makes decision to use the atomic bomb
M. Surrender of Japan, August 14, 1945
N. Human losses in the war: 17 million military dead, 18 million civilians dead

VII. The New Order

A. The Nazi Empire
   1. Nazi occupies Europe was organized in two ways
      a. Some areas annexed and made into German provinces
      b. Most areas were occupied and administered by Germans
   2. Racial considerations
   3. Resettlement plans of the East
a. Poles were uprooted and moved
b. 2 million ethnic Germans settled Poland, 1942
4. Need for labor
B. Resistance Movements
1. Resistance movements in Nazi-occupied Europe
   a. Resistance in all parts of Europe
   b. Communists assumed leadership roles
   c. Women participated in resistance
2. Resistance in Germany
   a. Limited resistance: White Rose
   b. Plots against Hitler
VIII. The Holocaust
  A. First focused on emigration
  B. The Final Solution
     1. Reinhard Heydrich (1904-1942)
     2. Einsatzgruppen
  C. Death Camps
     1. In operation by the spring of 1942
     2. Shipments of Jews from Poland, France, Belgium, and the Netherlands in 1942
     3. Shipments from Berlin, Vienna, Prague, Greece, southern France, Italy, and Denmark
     4. Zyklon B (hydrogen cyanide)
     5. Auschwitz
     6. Death of 2 out of 3 European Jews
  D. The Other Holocaust
     1. Death of 9 - 10 million people beyond the 5 - 6 million Jews
2. 40 percent of European Gypsies

IX. The New Order in Asia
   A. “Asia for Asians”
   B. Power in the hands of Japanese military
   C. Little respect for local populations

X. The Mobilization of Peoples
   A. Great Britain
      1. More complete mobilization than its allies or Germany
      2. Efforts to solve food shortage
      3. Planned economy
   B. The Soviet Union
      1. Enormous losses, 2 of every 5 killed in World War II were Russians
      2. Siege of Leningrad
      3. Factories moved to the interior
   C. The United States
      1. Slow mobilization until mid-1943
      2. Social problems
         a. African-Americans
         b. Detroit, June 1943
      3. Japanese Americans
   D. Germany
      1. Continued production of consumer goods first two years of the war
      2. Blitzkrieg and then plunder conquered countries
      3. Albert Speer and armaments production
      4. Total mobilization of the economy, 1944
   E. Japan
      1. Highly mobilized society
2. Code of *bushido*

3. Demands on women

XI. Frontline Civilians: The Bombing of Cities

   A. Bombing Civilians
   B. Luftwaffe begin the Blitz in Britain
   C. Allies begin bombing raids on German cities under Arthur Harris
      1. Cologne, Germany
   D. American daytime bombing raids
   E. Hamburg; Dresden
   F. Success or failure of bombing raids
   G. Atomic bomb
      1. Hiroshima, August 6, 1945
      2. Nagasaki, August 9, 1945

XII. Aftermath of the War

   A. Costs of World War II
      1. The numbers: causalities and “displaced persons”
      2. Physical destruction
   B. The Conferences at Teheran and Yalta
      1. Conference at Tehran, November 1943
         a. Future course of the war, invasion of the continent for 1944
         b. Agreement for the partition of postwar Germany
      2. Conference at Yalta, February 1945
         a. “Declaration on Liberated Europe”
         b. Soviet military assistance for the war against Japan
         c. Creation of a United Nations
d. German unconditional surrender
e. Free elections in Eastern Europe

C. Intensifying Differences
1. Conference at Potsdam, July 1945
2. Truman replaces Roosevelt
3. Growing problems between the Allies

D. The Emergence of the Cold War
1. Mutual mistrust
2. Ideological conflict

Strand: AP European History
Grade/Course: 10-12

Topic: Cold War and a New Western World, 1945–1965
### Prostest and Stagnation: The Western World, 1965-1985

After The Fall: The Western World In A Global Age (Since 1985)

**Content Statements:**

- The suspicions and events between 1945 and 1949 that heightened the tension between the United States and the Soviet Union, and why the Cold War became a global affair
- How European colonies in Africa, the Middle East, and Asia gained independence
- The main developments in the Soviet Union, Western Europe and eastern Europe
- The main political developments in North America
- The major changes in Western society
- The similarities and differences in the political, social, and economic history of eastern Europe and western Europe
- Goals of the revolt in sexual mores, the youth protest, student revolts, feminist movement, and anti-war protests
- Major political movements in the Soviet Union, Eastern Europe, Western Europe, and the United States
- Main events of the Cold War including the role of the détente
- The major social and cultural developments in the Western world
- The similarities and differences, between the feminist movement of the 19th century, and the post-World War II movement
- The reforms of Gorbachev and the role they played in the demise of the Soviet Union
- The major political developments in Eastern Europe, Western Europe, and North America since 1985
- How and why did the Cold War ended
- The main issues in the struggle with terrorism
- The major developments in the women’s movement since 1985
- The issue of immigrants in European society
- The major Western cultural trends that have emerged since 1985
- The Digital Age, and its products, results, and dangers
- The main ways in which globalization is manifesting in the twenty-first century
### Content Elaborations:

<table>
<thead>
<tr>
<th>I. Confrontation of the Superpowers</th>
</tr>
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<tbody>
<tr>
<td>A. Disagreement over Eastern Europe</td>
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<tr>
<td>1. United States and Britain championed self-determination and democracy</td>
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<tr>
<td>2. Soviet forces occupied all of Eastern Europe</td>
</tr>
<tr>
<td>3. Between 1945 and 1947 Communist governments were entrenched in East Germany, Bulgaria, Romania, Poland, and Hungary</td>
</tr>
<tr>
<td>B. Truman Doctrine, March 12, 1947</td>
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<tr>
<td>1. Civil war in Greece and Turkey</td>
</tr>
<tr>
<td>C. Marshall Plan, June 1947, European Recovery Program</td>
</tr>
<tr>
<td>1. $13 billion for the economic recovery of war-torn Europe</td>
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<tr>
<td>2. Soviet view</td>
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<td>D. The American Policy of Containment</td>
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<tr>
<td>E. Contention over Germany</td>
</tr>
<tr>
<td>1. Soviets dismantle and remove factories</td>
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<tr>
<td>2. Blockade of Berlin, 1948-1949</td>
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<tr>
<td>a. Berlin Air Lift</td>
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<td>3. Germany separated, 1949</td>
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<td>a. West German Federal Republic, September</td>
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<td>b. German Democratic Republic, October</td>
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<td>F. New Military Alliances</td>
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<tr>
<td>1. Soviet Union detonates its first atomic bomb, 1949</td>
</tr>
</tbody>
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### Common Core Literacy Standards for Social Studies Grades 6 – 12:

#### Content Specific Reading Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in
3. Warsaw Pact, 1955

II. Globalization of the Cold War
   A. The Korean War
      1. North Koreans invaded the south, 1950
      2. Chinese intervene when UN troops approach the border
      3. Uneasy truce, 1953
      4. Growing Chinese and Western differences
   B. The First Vietnam War
      1. War against French Colonialism
      2. U.S. and China add support
      3. French agree to settle and leave
         a. Vietnam divided in two and plans for elections
   C. Escalation of the Cold War
      1. Policy of massive retaliation
      2. Central Treaty Organization
      3. Southeast Asia Treaty Organization
   D. Another Berlin Crisis
      1. Vulnerability of Berlin
      2. ICBM missile and Sputnik I launched
      3. Summit meeting in Vienna
      4. Berlin Wall, 1961

III. The Cuban Missile Crisis
   A. Fidel Castro (b. 1927)
      1. Overthrows Fulgencio Batista, 1959
      2. Established a communist regime
   B. Failed Bay of Pigs invasion, words) in order to address a question or solve a problem.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Write arguments focused on discipline-specific content.

1. 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.

2. 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.

3. 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
1961
C. Discovery by US of missile bases being built
D. President John F. Kennedy orders a blockade of Cuba
E. Khrushchev agrees to turn back ships carrying missiles in return for Kennedy’s promise not to invade Cuba

V. Decolonization

A. Africa: The Struggle for Independence
   1. Kwame Nkrumah; Convention People’s Party
   2. Jomo Kenyatta; Kenya African National Union
   3. French in North Africa
      a. Granted full independence to Morocco and Tunisia in 1956
      b. Guerrilla war in Algeria
   4. South Africa
      a. African National Congress
      b. Apartheid
      c. Nelson Mandela
   5. Ghana was the first to gain independence, 1957
   6. Others followed
      a. Portuguese gave up Angola and Mozambique, 1975

VI. Conflict in the Middle East

A. Emergence of new independent states
B. Arab League, 1945
C. The Question of Palestine
   1. Zionists wanted Palestine for a homeland
   2. After World War II sympathy grew for the Jews
   3. President Truman

claim(s) and counterclaims.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from or supports the argument presented.
6. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
7. 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.
8. 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.
9. 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.
10. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a
approves the idea of an independent Jewish state within Palestine 4.
Israel proclaimed a state, May 14, 1948 5.
The move angers the Arab states D. Nasser and Pan-Arabism 1. Colonel Gamal Abdel Nasser (1918 – 1970) seized control of Egyptian government in 1954 2. Suez conflict 3. Pan-Arabism and the United Arab Republic E. The Arab-Israeli Dispute 1. Palestine Liberation Organization formed in 1964 2. Yasir Arafat (1929 – 2004) 3. June 5, 1967, the Six Day War begins 4. Yom Kippur, 1973: Egypt attacks Israel VII. Asia: Nationalism and Communism A. Philippines granted independence, 1946 B. India 1. Muslims and Hindus 2. Divided between Hindu India and Muslim Pakistan 3. Assassination of Mahatma Gandhi, January 30, 1948 C. British grant independence to Ceylon (Sri Lanka) and Burma (Myanmar) D. French efforts to keep Vietnam VIII. China Under Communism A. Chiang Kai-shek (1887-1975) knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. 11.e. 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). 12.3. (See note; not applicable as a separate requirement) 13.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 14.5. 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. 15.6. 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. 16.7. 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. 17.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
### B. Mao Zedong (1893-1976)
1. Victory in 1948
2. Chiang Kai-shek goes to the Island of Taiwan
3. Collectivization of all farmland and most industry and commerce nationalized, 1955
4. Great Leap Forward, 1958

### IX. Decolonization and Cold War Rivalries
A. Newly independent nations caught in U.S. – Soviet conflict
B. Jawaharlal Nehru and Nonalignment
C. Indonesia
   1. Sukarno and Suharto

### X. The Soviet Union: From Stalin to Khrushchev
A. Stalin’s Policies
   1. Stalin’s method for the recovery of the Soviet Union
   2. By 1947 the Soviet Union had attained pre-war levels of industrial production
   3. Very few consumer goods produced
   4. Stalin continued his iron rule until his death in 1953
B. Nikita Khrushchev (1894-1971)
   1. Ends the forced labor camps
   2. Condemns Stalinist programs
   3. There seem to be a loosening of restraint
   4. Encourages rebellion in satellite nations
      a. Rebellions will be crushed

---

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.

18.9. Draw evidence from informational texts to support analysis, reflection, and research.

19.10. 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.

### Content Specific Writing Standards:

College and Career readiness anchor Standards for reading

The grades 6–12 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

22. Read closely to determine what the text says explicitly and to make logical inferences from it;
5. Agricultural setbacks
6. Industrial decline

XI. Eastern Europe: Behind the Iron Curtain

A. 1945 Soviet Union occupied all of the Balkans
B. Communist governments were under the control of the Soviet Union
C. Albania and Yugoslavia were the exceptions
   1. Albania had a Stalinist type regime, but became more and more independent
   2. Josip Broz, Tito, took control of Yugoslavia
D. Eastern European countries followed the Soviet pattern
   1. Five year plans
   2. Farm collectivization
E. Upheaval in Eastern Europe
   1. Khrushchev interferes less with the satellite countries
   2. Rebellion in Poland
      a. Wladyslaw Gomulka, 1956, elected first secretary
      b. Poland follows its own socialist plan

XII. Eastern Europe: Behind the Iron Curtain: Hungary & Czechoslovakia

A. Hungary, 1956
   1. This time dissent was directed at communism as well
   2. Dissatisfaction and economic problems creates tense situation
   3. Imry Nagy (1896-1958) declares Hungary free, November 1, 1956
   4. Promises free elections
   5. Soviet Union attacks

**Craft and Structure**

23. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

24. **Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

**Integration of Knowledge and Ideas**

28. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

29. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Budapest, November 6.

- Janos Kadar (1912-1989) replaced Nagy
- Antonin Novotny (1904-1975)
- Initiated reforms
- Reform crushed by the Warsaw Pact

XIII. Western Europe: The Revival of Democracy and the Economy

A. Europe recovered rapidly from World War II
B. Marshall Plan money was important to the recovery
C. France: The Domination of De Gaulle
   1. Charles de Gaulle (1890-1970)
      a. Feels he has mission to reestablish the greatness of France
   2. Algerian crisis
   3. Defeat in Indochina
   4. Fifth Republic, 1958
      a. Powers of the President enhanced
   5. Invested heavily in the nuclear arms race
   6. Economic growth
   7. Student riots, May 1968
   8. Resignation of de Gaulle, April 1969

XIV. Western Europe: The Revival of Democracy and the Economy

A. West Germany: A Reconceived Nation
   1. Konrad Adenauer (1876-1967)

30. Analyze how two or more texts address similar themes or topics in order 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 6–12 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.

text types and Purposes*

22. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
23. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of
2. Reconciliation with France
3. Resurrection of the economy
4. Adenauer succeed by Ludwig Erhard.

B. Great Britain: The Welfare State
   1. Clement Atlee (1883-1967)
      a. British Welfare State
      b. Meant dismantling of the British Empire
   2. Continued economic problems

C. Italy: Weak Coalition Government
   1. Postwar reconstruction
   3. Unstable political coalitions
   4. Italy’s “economic miracle”

XV. Western Europe: The Move Toward Unity
   A. European Coal and Steel Community
   B. European Economic Community (Common Market)

XVI. American Politics and Society in the 1950s
   A. Influence of the New Deal
      1. New Deal influence continued by Truman, Kennedy, and Johnson
   B. Prosperity of the 1950’s
   C. McCarthyism and the “Red Scare”

XVII. Decade of Upheaval: America in the content.

24. 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

25. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

26. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

27. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

research to Build and Present Knowledge

28. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

29. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

30. 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,
### 1960’s

**A. Johnson and the Great Society**
1. War on Poverty
2. Job Corps
3. Department of Housing and Urban Development

**B. Civil Rights Movement**
1. Civil Rights Act, 1964
2. Voting Rights Act, 1965
3. Martin Luther King, Jr.

(1929-1968)
- a. Southern Christian Leadership Conference
- b. Assassinated,

### 1968
4. Malcolm X
5. Summer of 1965

### XVIII. The Development of Canada

**A. Economic Development**

**B. Military Concerns**
1. Supports the United Nations
2. NORAD

### XIX. The Emergence of a New Society

**A. The Structure of European Society**
1. Middle class joined by new group of white collar workers
2. Further urbanization
3. Rising income
4. Mass tourism

### XX. Creation of the Welfare State

**A. History of Social Welfare Policies**

**B. Extension of old benefits and creation of new ones**

**C. Removal of class barriers**

**D. Increase in state spending**

and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
on social services
E. Gender Issues
   1. Work, motherhood, and individual rights

XXI. Women in the Postwar Western World
   A. Participation in the workforce declines until end of 1950s
   B. “Baby Boom”
      1. Birth control
   C. Increased employment in the 1960s
   D. Suffrage and the Quest for Liberation
      1. Right to vote
      2. Simone de Beauvoir (1908-1986)
         a. The Second Sex, 1949

XXII. Postwar Art and Literature
A. Art
   1. Jean Dubuffet
   2. Abstract Impressionism
      a. Jackson Pollock (1912 – 1956)
   3. Pop Art
      b. Andy Warhol (1930 – 1987)

B. Literature
   1. Theater of the Absurd
      a. Samuel Beckett, Waiting for Godot
      b. Günter Grass, The Tin Drum

XXIII. The Philosophical Dilemma: Existentialism
A. Existentialism
   2. Albert Camus (1913 –
1960)
   B. The Revival of Religion
      1. Karl Barth (1886 – 1968)
      3. Vatican II

XXIV. The Explosion of Popular Culture

   A. Culture as a Consumer Commodity
      1. Link between mass culture and mass consumer society
   B. The Americanization of the World
      1. US influence on world culture
      2. Movies
      3. Television
      4. Popular music

I. A Culture of Protest

   A. Revolt in Sexual Mores
      1. The Permissive Society
      2. Sexual revolution
      3. Breakdown of the traditional family
   B. Youth Protest and Student Revolt
      1. Drug culture
      2. Higher education becoming more widespread
      3. Problems
         a. Overcrowding
         b. Professors who paid too little attention to students
         c. Authoritative administrators
         d. Seemingly irrelevant education
      4. Student strikes in France, 1968
      5. Protest Western society and the war in Vietnam
C. Renewed Interest: The Feminist Movement
   1. Women’s liberation movement
   2. Betty Friedan (b. 1921)
      a. *The Feminine Mystique*
   b. National Organization for Women (NOW)
D. Antiwar Protests
   1. European demonstrations against Vietnam
   2. Kent State University, 1970

II. Stagnation in the Soviet Union

A. The Brezhnev Years
   1. The Brezhnev Doctrine
   2. Détente
   3. Economic emphasis on heavy industry
   4. Patronage system
   5. By the early 1980s, the Soviet Union was in poor shape

III. Conformity Eastern Europe

A. Poland
   1. Solidarity
   2. Lech Walesa (b. 1943)
B. Hungary
   1. János Kádár in power for more than 30 years
   2. Moves slowly toward legalizing small private enterprises
C. Czechoslovakia
   1. Rejection of Antonín Novotný (1904-1975)
   2. Influences of Vaclav Havel (b. 1936)
   3. Old order brought back, Gustav Husák (1913-1991)
D. Repression in East Germany and Romania
1. Faithful satellite under Walter Ulbricht
2. Unrest due to economic problems

E. Romania
1. Nicolae and Elena Ceausescu established dictatorial regime

IV. Western Europe: The Winds of Change
A. West Germany

2. Ostpolitik, “opening toward the east”
   a. Treaty with East Germany, 1972
3. Helmut Schmidt (b. 1918)
   a. Technocrat; concerned with economic conditions
4. Helmut Kohl (b. 1930)
   a. Problems of union

B. Great Britain: Thatcher and Thatcherism

1. Thatcherism
   a. Problems of Northern Ireland
   b. Direct rule from London, 1972
2. Conservatives gain political power, 1979
3. Foreign Policy
C. Uncertainties in France
   a. Economic difficulties
   b. Socialistic policies

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<td>2. Move to conservatism, Jacques Chirac elected 1995</td>
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<td>Confusion in Italy</td>
<td>D. Confusion in Italy</td>
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<td>1. Coalition Politics</td>
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<td>2. Eurocommunism</td>
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<td>3. Economic recession in the 1970s, economic growth in the 1980s</td>
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<td>4. Political Corruption</td>
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<td>The European Community</td>
<td>V. The European Community</td>
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<td>A. 1973: European Economic Community (EEC) becomes European Community (EC) when Great Britain, Ireland, and Denmark join</td>
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<td>The United States: Turmoil and Tranquility</td>
<td>VI. The United States: Turmoil and Tranquility</td>
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<td>A. Richard Nixon (1913-1994) elected in 1968</td>
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<td>1. Ends Vietnam war, 1973</td>
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<td>2. Watergate scandal 1974</td>
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<td>3. Resignation, August 9, 1974</td>
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<td>B. Jimmy Carter (b. 1924), 1976-1980</td>
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<td>1. Stagflation – high inflation and unemployment</td>
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<td>2. Oil embargo, 1973</td>
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<td>3. 53 hostages held by Iran</td>
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<td>C. Ronald Reagan (b. 1911), 1981-1989</td>
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<td>1. Reverses the welfare state</td>
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<td>2. Military buildup</td>
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<td>3. Supply-side economics</td>
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<td>Canada</td>
<td>VII. Canada</td>
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<td>A. Pierre Trudeau (1919-2000), elected in 1968</td>
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<td>B. Brian Mulroney (b. 1939), elected in 1984</td>
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<td>Cold War: Move to Détente</td>
<td>VIII. Cold War: Move to Détente</td>
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<td>A. The Second Vietnam War</td>
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</table>
1. U.S. President Johnson sends larger numbers of troops to Vietnam, 1965
   2. Domino Theory
      a. If the communists succeed in Vietnam, other nations in Asia would fall to communism
3. President Richard Nixon (1913-1994) vows to bring an honorable end
   4. Begins withdrawing troops
   5. Peace treaty signed January 1973 calls for removal of all US troops

B. China and the Cold War
      a. Red Guards
   2. U.S.-China Relations
      a. Nixon and the “strategic relationship”
C. The Practice of Détente
   1. Antiballistic Missile Treaty
   2. 1975, Helsinki Agreements
   D. The Limits of Détente
      1. Afghanistan
      2. President Reagan’s “evil empire” and “star wars”

IX. The World of Science and Technology
   A. Military-Industrial Complex
      1. German rockets; jets
      2. British work in computers
      3. J. Robert Oppenheimer and the Atomic Bomb
   B. Computers
   C. Dangers of science and technology
   D. New conceptions of the
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<td>X. The Environment and the Green Movements</td>
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<td>A. Problems in the environment</td>
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<td>B. Chernobyl, 1986</td>
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<td>C. Green Parties</td>
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<th>XI. Western Culture Today</th>
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<td>A. Postmodern Thought</td>
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<td>1. Ferdinand de Saussure (1857 – 1913)</td>
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<td>B. Art</td>
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<td>1. Rejection of object-based artworks</td>
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<td>2. Postmodernism</td>
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<td>3. Photorealism</td>
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<td>C. Literature</td>
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<td>1. Gabriel García Márquez, One Hundred Years of Solitude</td>
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<td>2. Milan Kundera, The Unbearable Lightness of Being</td>
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<td>1. Serialism</td>
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<td>3. Rap</td>
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<td>B. The Growth of Mass Sports</td>
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<td>C. Globalization of Popular Culture</td>
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<th>I. Toward a New Western Order</th>
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<td>A. The Gorbachev Era</td>
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<td>1. Problems of rigid and centralized planning</td>
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<td>2. Perestroika (restructuring)</td>
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<td>3. Glasnost (openness)</td>
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<td>4. Political reforms</td>
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</table>
I. The Dissolution of the Soviet Union
   a. Call for a new Soviet parliament, 1988
   b. Congress of People’s Deputies elected 1989
   5. 1988-1990 nationalist movements erupt

B. The End of the Soviet Union
   1. Gorbachev arrested, August 19, 1991; coup fails
   2. Ukraine votes for independence, December 1991, others follow
   3. December 25, 1991, Gorbachev resigns and turns power over to Boris Yeltsin, president of Russia
      a. Committed to free market economy
      b. economic inequity and corruption
   4. Vladimir Putin replaced Yeltsin when he resigned
      a. Vows to return breakaway state of Chechnya
      b. In 2001 launches reforms including unrestricted sale and purchase of land
      c. Reform did not resolve Russia’s economic problems

II. Eastern Europe
   A. Poland
      1. Lech Walesa chosen as new president, December 1990
   B. Hungary
      1. March 1990, new coalition government
   C. Czechoslovakia
      1. December 1989, Communist government collapsed
      2. Vaclav Havel (b. 1936)
new president
D. Romania
   1. A more violent transition to remove dictator Nicolae Ceausescu
   2. Demonstrations and ruthless repression
      a. eventually led to execution of Ceausescu
   3. National Salvation Front established, December 1989
E. Varying degrees of success in moving toward democracy
   1. Poland and Czech Republic
   2. NATO and the European Union
III. Reunification of Germany
   A. Mass demonstrations and flight of refugees
   B. Communist government gave in to pressure and opened boarder
      1. November 9, 1989
   C. March 1990, first free elections in East Germany
   D. October 1990, political unification of East and West Germany
IV. The Disintegration of Yugoslavia
   A. Death of Tito in 1980
   B. League of Communists
   C. In 1990 republics of Slovenia, Croatia, Bosnia, Herzegovina, and Macedonia worked toward a federal structure
   D. Slobodan Milosevic rejects these efforts without new border arrangements to accommodate Serb minorities
   E. Slovenia and Croatia declare independence
      1. Yugoslavian army sent
to attach Croatia

2. Army becoming more and more a Serbian Army

F. 1992 Serbs turn on Bosnia-Herzegovina
   1. Ethnic cleansing
   2. NATO strikes back

V. War in Kosovo

A. War erupted in 1999
B. Ethnic Albanians
C. Stripped of autonomous status in 1989
D. Kosovo Liberation Army
E. US and NATO intervene
F. Milosevic refused to sign agreement and NATO resumes air strikes
G. Milosevic ousted from office in fall elections, 2000
   1. Brought to trial by an international tribunal for war crimes against humanity
H. NATO remained to help with uneasy peace
I. By 2006, the former Yugoslavia became 6 independent nations

VI. Western Europe and the Search for Unity

A. Germany Restored
   1. Christian Democrats and Helmut Kohl bring success
   2. Revitalizing eastern Germany costly
      a. exposed Stasi
   3. Christian Democrats lost support
   4. Social Democrats gain power for a time
      a. Gerhard Schroeder (b. 1944)
   5. Angela Merkel (b. 1954), a Christian Democrat
**B. Post-Thatcher Britain**

1. Anti-tax riots force Thatcher to resign, November 1990
2. Replaced by John Major of the Conservative Party
   a. centrist policies
   b. supported the U.S. against terrorism
   c. eventually lost support in Britain because of this

**C. France Moves to the Right**

1. Economy continues to decline in Mitterrand’s second term
2. 1993, conservative parties win 80% of seats in National Assembly
3. Growing anti-immigrant sentiment under president Jacques Chirac
   a. tensions grow, 2005 riots break out in Parisian suburbs
4. Nicholas Sarkozy (b. 1955) elected president in 2007

**D. Corruption on Italy**

1. politicians and business leaders under investigation
2. 1993, Italy turned to a center-left coalition

**VII. Unification of Europe: the European Community**

A. 2000: EC contains 370 million people
B. 1994: EC renames itself European Union (EU) and focuses on political unification
C. 2002: Introduction of common currency (euro)
D. Problems
E. Toward a United Europe:
   May 2004: Czech Republic,
   Estonia, Hungary, Latvia,
   Lithuania, Malta, Poland,
   Slovakia, Slovenia, and
   Cyprus join EU

VIII. The United States: Move to the Center
   A. George H. Bush (b. 1924),
      1989-1993
      1. Economic downturn
   B. Bill Clinton elected 1992
      1. Favored fiscal responsibility
      2. Misconduct
   C. George W. Bush
      1. Terrorism
      2. Economic policies
      3. Environmentalism

IX. Contemporary Canada
   A. Jean Chrétien
      1. Liberal leader with conservative fiscal policies
   B. Quebec
      1. René Lévesque
      2. Parti Québécois

X. The End of the Cold War
   A. During the late 1980s, US and Soviet Union move to slow down arms race
   B. 1989-1990: Political upheaval in Eastern Europe upset postwar status quo
   C. The Gulf War
   D. New territorial ambitions:
      Asia, Africa, Balkans, Middle East

XI. An Age of Terrorism?
   A. Terrorist methods
   B. Munich Olympic Games, 1972
   C. Left and right wing terrorist groups
   D. Militant nationalism
   E. Terrorist Attack on the United States
1. September 11, 2001  
2. Al-Qaida  
3. Osama bin Laden  
4. Afghanistan  
F. War in Iraq  
1. U.S. accusation of Saddam Hussain  
2. Led to a largely American-led invasion of Iraq, March 2003  
3. Increased violence and little stability as war continues  

XII. The West and Islam  
A. The Israeli-Palestinian conflict fueled anti-American sentiment in the Muslim world  
B. Rise of Islamic governments in Iran and elsewhere  
C. Impact of the Persian Gulf War  
D. Impact of the Iraq War  

XIII. New Directions and New Problems in Western Society  
A. Transformation in Women’s Lives  
1. Decline in the birthrate  
2. Rise in the work force  
B. The Women’s Movement  
1. Abortion  
2. Women’s studies  
3. Anti-nuclear movement/Ecology  
4. International women’s conferences  

XIV. Guest Workers and Immigrants  
A. Europe experienced a severe labor shortage in the 1950s and 1960s  
B. Guest Workers  
C. Backlash against foreign workers  
D. 1980s: Influx of refugees  
E. Impact of immigrants on social services  
F. New limits on immigration
G. Growing presence of Muslims throughout Europe

XV. Religion, Art and Music
   A. Varieties of Religious Life
      1. Fundamentalism
      2. The growth of Islam
   B. Visual Arts
      1. Neo-Expressionism
         a. Anselm Kiefer (b. 1945)
      2. Andres Serrano (b. 1950) and Robert Mapplethorpe (1946-1989)
   C. Music
      1. “grunge” music
      2. Hip-hop
      3. “gangsta rap”

XVI. The Digital Age
   A. Technology
      1. E-mail, the internet, cellular phones, iPods
   B. Music and Art
      1. Changes in sound and production of Music
         a. Bill Viola (b. 1951)
         b. Matthew Barney (b. 1967)
   C. Video Games
   D. Film
      1. Fantasy and epics and computer animation
   E. The body and identity
      1. The Western and non-Western world
   F. Multiculturalism in Literature
      1. Jhumpa Lahiri (b. 1967)

XVII. Toward a Global Civilization
   A. Global Economy
      1. World Bank and the International Monetary Fund
      2. Multinational corporation/transnational corporation
### Free-Trade
- World Trade Organization (est. 1995)

### Globalization and the Environmental Crisis
1. Population growth
   - Hunger
   - Consumption
2. Global Warming
   - Greenhouse effect

### Social Challenges
1. Migration
2. Immigration backlash
3. Growing gap between rich and poor
4. Civil Wars: Darfur

### New Global Movements and New Hopes
A. Problems are global not just national
B. Nongovernmental Organizations (NGOs)
C. Interdependency
This is the Course of Study for AP European History.

Prepared by Mr. Stephen A. Mathias

This is an all year course for 10-12 grade students.

Text is “Western Civilization” by Jackson J. Spielvogel 7ed.

LCS will follow the guidelines in the attached documents by the College Board: Teachers Guide and Course Description.

This document is a general outline for the current AP European course at this time.
**Strand:** American Government  
**Grade/Course:** 11/AP Government

**Topic:** Basic principles of the Constitution

<table>
<thead>
<tr>
<th>Content Statements: As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</th>
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| Content Elaborations:  
**Constitutional Underpinnings of United States Government:**  
The study of modern politics requires students to examine the kind of government established by the Constitution, paying particular attention to federalism and the separation of powers. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and awareness on the ideological and philosophical traditions, including the Declaration of Independence on which the framers drew. Familiarity with the United States Supreme Court’s interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical understanding of federalism and the separation of powers. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government pluralism and elitism |

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9. Compare and contrast treatments of the same topic in several primary and secondary sources. |
Content Statements: Opportunities for civic engagement with the structures of government are made possible through political and public policy processes. Political parties, interest groups and the media provide opportunities for civic involvement through various means. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

Content Elaborations:
**Political Beliefs and Behaviors:** Individual citizens hold a variety of beliefs about government, its leaders and the US political system in general. It is important that students understand how these beliefs are formed, how they evolve, and the process by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics and how families, schools, and the media act to perpetuate or change those beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. Students should understand both why individuals often engage in multiple forms of political participation and how that participation, or even lack thereof, affects the political system. Finally it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors and the political consequences of those differences.

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Strand: American Government  
Grade/Course: AP Government 11

**Topic:** Civic Involvement Civic Participation and Skills

**Content Statements:** Opportunities for civic engagement with the structures of government are made possible through political and public policy processes. Political parties, interest groups and the media provide opportunities for civic involvement through various means. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

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<tr>
<th>Content Elaborations: Political Parties, Interest Groups, and Mass Media:</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
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| Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees, interest groups and the mass media. Students will examine the historical evolution of the U.S. party system, the function and structures of political parties, and the effect they have on the political process. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties form an important segment of this material. Students must also consider the political roles played by a variety of lobbying and interest groups. Students study what interest groups do how they do it and how their participation affects both the political process and public policy. The mass media is also a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategy, electoral outcomes, agenda development, and the images of officials and candidates will also be explored. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.  
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<th>Grade/Course: AP Government 11</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Structure and functions of the Federal Government</td>
<td></td>
</tr>
</tbody>
</table>

**Content Statements:** Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

**Content Elaborations:** **Institutions of National Government:**
Students must become familiar with the organization and powers both formal and informal of the major political institutions in the U.S.- the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that agreement. It is also necessary for students to understand that the power balances and relationships between institutions may evolve gradually or change drastically because of crises. Students are also expected to understand ties between the various branches of the national government and political parties, interest groups, the media, and state and local government.

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**Strand: American Government**

**Grade/Course: AP Government 11**

**Topic:** Public Policy Government and the Economy

**Content Statements:** A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy.

**Content Elaborations:** **Public Policy:**

Public policy is the result of interactions and dynamics among people, interests, institutions and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of polices by the bureaucracy and the courts are all stages in the policy process with which the students should be familiar. Students will also investigate policy networks and issue networks in the domestic and foreign policy areas. Students will also study major public policies.

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### Content Elaborations: Civil Rights and Civil Liberties:

An understanding of United States politics includes the study of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the working of the United States Supreme Court and familiarity with its most significant decisions. Students will examine judicial interpretations of various civil rights and liberties such as freedom of speech and religion, rights of the accused and the rights of minority groups and women. Finally it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change and should the courts even be used as tools of social change?

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### Strand: Ohio’s State and Local Governments  |  Grade/Course: AP Government 11

#### Topic: Ohio’s State and Local Governments

#### Content Statements:
As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

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#### Content Elaborations: Ohio Government and Ohio Documents
Students will explore the Ohio Constitution and other important Ohio documents such as the Northwest Ordinances and how they helped to create the framework of government in Ohio today. Topics include the structure of local governments through the Ohio General Assembly.

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#### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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**Strand:** US History  
**Grade/Course:** 10/AP U.S. History

**Topic:** As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

**Content Statements:** Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
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</table>
| A. The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.  
B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.  
C. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.  
D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.  
Related Learning Objectives:  
Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.  
Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.  
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Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

**Content Statements:** European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

**Content Elaborations:**

A. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

**Related Learning Objectives:**

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Analyze how technological innovation has affected economic development and society.

Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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**Strand:** 1491-1607  
**Grade/Course:** AP U.S. History 10

**Topic:** Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

**Content Statements:** The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

**Content Elaborations:**

<table>
<thead>
<tr>
<th>A)</th>
<th>Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B)</td>
<td>In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.</td>
</tr>
<tr>
<td>C)</td>
<td>European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.</td>
</tr>
<tr>
<td>D)</td>
<td>The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.</td>
</tr>
</tbody>
</table>

**Related Learning Objectives:**
- Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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Topic: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Content Statements: In their interactions, Europeans and Native Americans asserted divergent world views regarding issues such as religion, gender roles, family, land use, and power.

Content Elaborations:
A) Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.
B) As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.
C) Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Related Learning Objectives:
Explain how religious groups and ideas have affected American society and political life.
Explain how ideas about women’s rights and gender roles have affected society and politics.
Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
**Strand: 1607-1754**  
**Grade/Course:** AP U.S. History 10

**Topic:** Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

**Content Statements:** Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

**Content Elaborations:**

A) Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

B) French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

C) English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

**Related Learning Targets**

- Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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<td>A) The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</td>
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<td>B) The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.</td>
<td>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.</td>
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<tr>
<td>C) The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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<td>D) The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.</td>
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<tr>
<td>E) Distance and Britain’s initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
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Related Learning Targets:
Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Explain how geographic and environmental factors shaped the development of various communities and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Content Statements: Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

Content Elaborations:
A) An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.
B) Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.
C) Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups.
D) The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.
E) British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom’s War (King Philip’s War) in New England.
F) American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

Related Learning Targets:
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
**Strand:** 1607-1754  
**Grade/Course:** AP U.S. History 10

**Topic:** The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

**Content Statements:** Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

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<td>A) The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.</td>
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<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</td>
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<td>B) The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.</td>
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<tr>
<td>C) The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.</td>
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<td>D) Colonists’ resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</td>
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**Related Learning Targets:**
- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Explain how religious groups and ideas have affected American society and political life.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
**Strand:** 1754-1800  
**Grade/Course:** AP U.S. History 10

**Topic:** British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

**Content Statements:** The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years’ War (the French and Indian War), in which Britain defeated France and allied American Indians.

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<td>A) All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.</td>
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<td>B) As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.</td>
<td>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.</td>
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<td>C) Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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**Related Learning Targets:**

- Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
**Strand: 1754-1800**  
**Grade/Course:** AP U.S. History 10  

**Topic:** British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

**Content Statements:** The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

**Content Elaborations:**

A) The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

B) Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

C) The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

D) In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

E) Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington’s military leadership, the colonists’ ideological commitment and resilience, and assistance sent by European allies.

**Related Learning Targets:**

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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Topic: The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

Content Statements: After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

Content Elaborations:

A) Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.

B) The colonists’ belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine’s Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans’ understanding of the ideas on which the nation was based.

C) During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

D) In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.


Related Learning Targets:

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how religious groups and ideas have affected American society and political life.
- Explain how ideas about women’s rights and gender roles have affected society and politics.

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<td>D) In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.</td>
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<td>E) The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.</td>
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**Related Learning Targets:**

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
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Strand: 1754-1800  
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| Topic: The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government. |
| Content Statements: After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence. |

| Content Elaborations: |
| Common Core Literacy Standards for Social Studies Grades 6 – 12: |

A) Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.  
B) The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.  
C) Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.  
D) The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.  
E) In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.  

Related Learning Targets:  
Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.  
Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.  
Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.  
Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.  

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**Strand: 1754-1800**  
**Grade/Course: AP U.S. History 10**

**Topic:** The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

**Content Statements:** New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

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<td>A) During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</td>
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<td>B) Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.</td>
<td>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas developed over the course of the text.</td>
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<td>C) The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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<td>D) Ideas about national identity increasingly found expression in works of art, literature, and architecture.</td>
<td>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.</td>
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**Related Learning Targets:**

- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
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<td>Topic:</td>
<td>Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.</td>
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<tr>
<td>Content Statements:</td>
<td>In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.</td>
</tr>
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**Content Elaborations:**

A) Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.

B) As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.

C) As settlers moved westward during the 1780s, Congress enacted the Northwest ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

D) An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.

E) The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

**Related Learning Targets:**

- Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
- Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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Grade/Course: AP U.S. History 10

**Topic:** Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

**Content Statements:** The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

**Content Elaborations:**

A) The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

B) War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

C) George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

**Related Learning Targets:**

- Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
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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 their respective actions.
7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.
8. Assess to the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
**Strand: 1800-1848**  
**Grade/Course: AP U.S. History 10**

**Topic:** The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

**Content Statements:** The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A) In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.</td>
<td></td>
</tr>
<tr>
<td>B) Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.</td>
<td></td>
</tr>
<tr>
<td>C) By the 1820s and 1830s, new political parties arose — the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.</td>
<td></td>
</tr>
<tr>
<td>D) Regional interests often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.</td>
<td></td>
</tr>
</tbody>
</table>

**Related Learning Targets:**

- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
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**Strand: 1800-1848**

**Grade/Course: AP U.S. History 10**

**Topic:** The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them

**Content Statements:** While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

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<tr>
<td>A) The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</td>
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<tr>
<td>B) A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.</td>
<td>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.</td>
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<tr>
<td>C) Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>D) Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.</td>
<td>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.</td>
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**Related Learning Targets:**

- Analyze relationships among different regional social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
- Explain how religious groups and ideas have affected American society and political life.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
Strand: 1800-1848  
Grade/Course: AP U.S. History 10

**Topic:** The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

**Content Statements:** Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

**Content Elaborations:**

A) Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

B) Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.

C) A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

**Related Learning Targets:**

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how ideas about women’s rights and gender roles have affected society and politics.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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**Strand: 1800-1848**  
**Grade/Course:** AP U.S. History 10

**Topic:** Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

**Content Statements:** New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

**Content Elaborations:**

A) Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

B) Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

C) Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South.

**Related Learning Targets:**

Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Analyze how technological innovation has affected economic development and society.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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**Strand: 1800-1848**

**Grade/Course:** AP U.S. History 10

**Topic:** Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

**Content Statements:** The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations.

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<td><strong>A)</strong> Increasing numbers of Americans, especially women and men working in factories, no longer relied on semisubsistence agriculture; instead they supported themselves producing goods for distant markets.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</td>
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<td><strong>B)</strong> The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.</td>
<td>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.</td>
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<td><strong>C)</strong> Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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**Related Learning Targets:**

- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how ideas about women’s rights and gender roles have affected society and politics.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
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**Topic:** Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

**Content Statements:** Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

**Content Elaborations:**

A) Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

B) Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

C) Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

D) Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

**Related Learning Targets:**

Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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**Strand: 1800-1848**  
**Grade/Course:** AP U.S. History 10

**Topic:** The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.

**Content Statements:** Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

**Content Elaborations:**

A) Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

B) Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

**Related Learning Targets:**

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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### Strand: 1800-1848  
**Grade/Course:** AP U.S. History 10

#### Topic:
The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.

#### Content Statements:
The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

#### Content Elaborations:

| A) | As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow. |
| B) | Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life. |
| C) | Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery. |

#### Related Learning Targets:

- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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**Strand: 1844-1877**  
**Grade/Course:** AP U.S. History 10

**Topic:** The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

**Content Statements:** Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.

**Content Elaborations:**

A) The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

B) Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.

C) The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

D) Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development.

E) U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

**Related Learning Targets:**

Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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**Strand: 1844-1877**  
**Grade/Course:** AP U.S. History 10

**Topic:** The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

**Content Statements:** In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.

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<td>A) Substantial numbers of international migrants continued to arrive in the United</td>
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<td>States from Europe and Asia, mainly from Ireland and Germany, often settling in</td>
<td>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.</td>
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<td>ethnic communities where they could preserve elements of their languages and customs.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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<td>B) A strongly anti-Catholic nativist movement arose that was aimed at limiting new</td>
<td>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.</td>
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<tr>
<td>immigrants’ political power and cultural influence.</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
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<tr>
<td>C) U.S. government interaction and conflict with Mexican Americans and American</td>
<td>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 their respective actions.</td>
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<td>Indians increased in regions newly taken from American Indians and Mexico, altering</td>
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<td>these groups’ economic selfsufficiency and cultures.</td>
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**Related Learning Targets:**

Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.

Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

A) The North’s expanding manufacturing economy relied on free labor in contrast to the Southern economy’s dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free soil movement arose that portrayed the expansion of slavery as incompatible with free labor.

B) African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves’ escapes, and sometimes expressing a willingness to use violence to achieve their goals.

C) Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states’ rights were protected by the Constitution.

Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.

Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

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<tbody>
<tr>
<td>Content Statements:</td>
<td>Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.</td>
</tr>
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</table>

**Content Elaborations:**

A) The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.

B) The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.

C) The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.

D) Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

**Related Learning Targets:**

Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.
8. Assess to the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.

Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln’s decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America’s founding democratic ideals.

Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South’s infrastructure.

Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
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**Strand:** 1844-1877  
**Grade/Course:** AP U.S. History 10

**Topic:** The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

**Content Statements:** Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

**Content Elaborations:**

| A) | The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights. |
| B) | The women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution. |
| C) | Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve. |
| D) | Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks’ and poor whites’ access to land in the South. |
| E) | Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century. |

**Related Learning Targets:**

- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how ideas about women’s rights and gender roles have affected society and politics.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

**Content Statements:** Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation.

**Content Elaborations:**

A) Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

B) Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

C) As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.

D) Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

E) Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

**Related Learning Targets:**

- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Analyze how technological innovation has affected economic development and society.
- Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
**Strand: 1865-1898**  
**Grade/Course:** AP U.S. History 10

**Topic:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

**Content Statements:** A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

### Content Elaborations:

<table>
<thead>
<tr>
<th>A)</th>
<th>Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B)</td>
<td>The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.</td>
</tr>
<tr>
<td>C)</td>
<td>Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.</td>
</tr>
<tr>
<td>D)</td>
<td>Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a “New South” — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.</td>
</tr>
</tbody>
</table>

**Related Learning Targets:**

- Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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Strand: 1865-1898  
Grade/Course: AP U.S. History 10

**Topic:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

**Content Statements:** New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

**Content Elaborations:**

A) Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

B) Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.

C) Economic instability inspired agrarian activists to create the People’s (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

**Related Learning Targets:**

- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- Analyze how technological innovation has affected economic development and society.

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<tr>
<td><strong>Topic:</strong> The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Statements:</strong> International and internal migration increased urban populations and fostered the growth of a new urban culture.</td>
<td></td>
</tr>
</tbody>
</table>

### Content Elaborations:

A) As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.

B) Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

C) Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

D) In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

E) Corporations’ need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

### Related Learning Targets:

Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.

Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
### Strand: 1865-1898
**Grade/Course:** AP U.S. History 10

**Topic:** The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

**Content Statements:** Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

<table>
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<th>Content Elaborations:</th>
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<td><strong>A)</strong> The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.</td>
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<tr>
<td><strong>B)</strong> In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boontown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.</td>
<td>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.</td>
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<td><strong>C)</strong> As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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<tr>
<td><strong>D)</strong> The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.</td>
<td>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.</td>
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<tr>
<td><strong>E)</strong> Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
</tbody>
</table>

**Related Learning Targets:**

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- Explain how geographic and environmental factors shaped the development of various communities and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
### Strand: 1865-1898  
**Grade/Course:** AP U.S. History 10

**Topic:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

**Content Statements:** New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

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<td>A) Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.</td>
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<td>B) Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.</td>
<td>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.</td>
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<td>C) A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
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**Related Learning Targets:**

- Explain how religious groups and ideas have affected American society and political life.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
**Strand: 1865-1898**  
**Grade/Course:** AP U.S. History 10

**Topic:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

**Content Statements:** Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

**Content Elaborations:**

A) The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

B) Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.

C) The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

**Related Learning Targets:**

- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how ideas about women’s rights and gender roles have affected society and politics.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Strand: 1890-1945          Grade/Course: AP U.S. History 10

**Topic:** Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

**Content Statements:** The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

**Content Elaborations:**

A) New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.

B) By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.

C) Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.

**Related Learning Targets:**

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Analyze how technological innovation has affected economic development and society.

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Topic: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Content Statements: In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

Content Elaborations:

A) Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.

B) On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.

C) Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.

D) The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

Related Learning Targets:

Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.

Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Explain how ideas about women’s rights and gender roles have affected society and politics.

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**Strand: 1890-1945**  
**Grade/Course:** AP U.S. History 10

| Topic: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. |

| Content Statements: During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. |

| Content Elaborations: |
| A) Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy. |
| B) Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope. |
| C) Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party. |

| Related Learning Targets: |
| Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed. |
| Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies. |
| Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society. |
| Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. |

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### Topic:
Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

### Content Statements:
Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.

### Content Elaborations:

<table>
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<tr>
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<th>New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.</th>
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<tr>
<td>B)</td>
<td>Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.</td>
</tr>
<tr>
<td>C)</td>
<td>Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.</td>
</tr>
<tr>
<td>D)</td>
<td>In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.</td>
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</tbody>
</table>

### Related Learning Targets:
- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Analyze how technological innovation has affected economic development and society.
- Explain how religious groups and ideas have affected American society and political life.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
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8. Assess to the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
### Topic:
Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

### Content Statements:
In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.

### Content Elaborations:

A) Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.

B) Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas.

C) The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.

### Related Learning Targets:

- Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

### Common Core Literacy Standards for Social Studies Grades 6–12:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
**Strand: 1890-1945**  
**Grade/Course:** AP U.S. History 10

**Topic:** Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

**Content Statements:** World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.

**Content Elaborations:**

| A) | After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles. |
| B) | Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies. |
| C) | Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations. |
| D) | In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. |
| E) | In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II. |

**Related Learning Targets:**

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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**Strand: 1890-1945**  
**Grade/Course:** AP U.S. History 10

**Topic:** Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

**Content Statements:** U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

**Content Elaborations:**

A) Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.

B) The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.

C) Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.

D) The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.

E) The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth.

**Related Learning Targets:**

Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.

Explain how ideas about women’s rights and gender roles have affected society and politics.

Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Topic: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

Content Statements: United States policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.

Content Elaborations:

A) As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.

B) Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.

C) The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).

D) Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

E) Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.

Related Learning Targets:

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
**Strand: 1945-1980**  
**Grade/Course:** AP U.S. History 10

**Topic:** The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

**Content Statements:** Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

**Content Elaborations:**

A) Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

B) Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.

C) Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

D) Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

**Related Learning Targets:**

- Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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**Strand:** 1945-1980  
**Grade/Course:** AP U.S. History 10

**Topic:** New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

**Content Statements:** Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

**Content Elaborations:**

A) During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

B) The three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial equality.

C) Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

**Related Learning Targets:**

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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**Strand: 1945-1980**  
**Grade/Course:** AP U.S. History 10

**Topic:** New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

**Content Statements:** Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A) Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.</td>
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<tr>
<td>B) Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.</td>
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<td>C) Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.</td>
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<tr>
<td>D) Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.</td>
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**Related Learning Targets:**

- Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how ideas about women’s rights and gender roles have affected society and politics.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- Explain how geographic and environmental factors shaped the development of various communities and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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Strand: 1945-1980  
Grade/Course: AP U.S. History 10

**Topic:** New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

**Content Statements:** Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

**Content Elaborations:**

A) Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

B) Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.

C) In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.

D) Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

E) Public confidence and trust in government’s ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

F) The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

**Related Learning Targets:**

Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.

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Strand: 1945-1980  
Grade/Course: AP U.S. History 10

**Topic:** Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

**Content Statements** Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

**Content Elaborations:**

A) A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

B) As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

C) Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

**Related Learning Targets:**

Analyze how technological innovation has affected economic development and society.

Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
### Strand: 1945-1980

**Grade/Course:** AP U.S. History 10

**Topic:** Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

**Content Statements**
New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

**Content Elaborations:**

| A) Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth. |
| B) Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms. |
| C) The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives. |

**Related Learning Targets:**

- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how religious groups and ideas have affected American society and political life.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
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**Strand: 1980-Present**  
**Grade/Course:** AP U.S. History 10

**Topic:** A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

**Content Statements** Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

### Content Elaborations:

| A) | Ronald Reagan’s victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries. |
| B) | Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters. |
| C) | Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system. |

**Related Learning Targets:**

- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

### Common Core Literacy Standards for Social Studies Grades 6 – 12:

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

A) Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

B) Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.

C) Employment increased in service sectors and decreased in manufacturing, and union membership declined.

D) Real wages stagnated for the working and middle class amid growing economic inequality.

Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.

Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Analyze how technological innovation has affected economic development and society.

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**Strand: 1980-Present**  
**Grade/Course:** AP U.S. History 10

**Topic:** Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

**Content Statements** The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

<table>
<thead>
<tr>
<th>Content Elaborations:</th>
<th>Common Core Literacy Standards for Social Studies Grades 6 – 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) After 1980, the political, economic, and cultural influence of the American South</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</td>
</tr>
<tr>
<td>and West continued to increase as population shifted to those areas.</td>
<td>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.</td>
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<tr>
<td>B) International migration from Latin America and Asia increased dramatically. The</td>
<td>3. Analyze in detail a series of events described in a text: determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>new immigrants affected U.S. culture in many ways and supplied the economy with an</td>
<td>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.</td>
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<tr>
<td>important labor force.</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>C) Intense political and cultural debates continued over issues such as immigration</td>
<td>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 their respective actions.</td>
</tr>
<tr>
<td>policy, diversity, gender roles, and family structures.</td>
<td>7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.</td>
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<td>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
</tbody>
</table>

**Related Learning Targets:**

- Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.

- Explain how ideas about women’s rights and gender roles have affected society and politics.

- Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

- Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

**Common Core Literacy Standards for Social Studies Grades 6 – 12:**

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9. Compare and contrast treatments of the same topic in several primary and secondary sources.
The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Content Statements: The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

Content Elaborations:

A) Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

B) Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.

C) The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

Related Learning Targets:

Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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**Strand: 1980-Present**  
**Grade/Course:** AP U.S. History 10

**Topic:** The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

**Content Statements**  
Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

**Content Elaborations:**

A) In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

B) The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.

C) Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

D) Despite economic and foreign policy challenges, the United States continued as the world’s leading superpower in the 21st century.

**Related Learning Targets:**

- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

- Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

- Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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