

Standards

New York Social Studies Standards

Grade 7

	Unit 1	Unit 2
7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.		
7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.	✓	
7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.		
7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.	✓	
7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.	✓	
7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.	✓	
7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.		
7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.		✓
7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.	✓	✓
7.7c Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.	✓	✓

Grade 8

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.	Unit 1	Unit 2
8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women’s rights and the suffrage movement and spurred the creation of government reform policies.		✓

Grade 11

11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.	Unit 1	Unit 2
11.2d Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.	✓	✓
11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.		
11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.	✓	✓

Grade 12

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.	Unit 1	Unit 2
12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.	✓	✓
12.G2f Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.	✓	✓
12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and		

local communities.		
12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.	✓	✓
12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.	✓	✓
12.G3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.	✓	✓
12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.		
12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.	✓	✓
12.G4d The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.	✓	✓
12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.	✓	✓
12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.		
12.G5c Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.	✓	✓

Common Core English Language Arts Standards

Literacy in History/Social Studies- Grades 6-8

Key Ideas and Details	Unit 1	Unit 2
1) Cite specific textual evidence to support analysis of primary and	✓	✓

secondary sources.		
2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓	✓
3) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	✓	✓
Craft and Structure		
4) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓
5) Describe how a text presents information (e.g., sequentially, comparatively, causally).	✓	✓
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).	✓	✓
Integration of Knowledge and Ideas		
7) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	✓	✓
8) Distinguish among fact, opinion, and reasoned judgment in a text.	✓	✓
9) Analyze the relationship between a primary and secondary source on the same topic.	✓	✓
Range of Reading and Level of Text Complexity		
10) By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	✓	✓

Literacy in History/Social Studies- Grades 9-10

Key Ideas and Details	Unit 1	Unit 2
1) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	✓	✓
2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	✓	✓
3) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	✓	✓
Craft and Structure		
4) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	✓	✓
5) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	✓	✓
6) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	✓	✓
Integration of Knowledge and Ideas		
7) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	✓	✓
8) Assess the extent to which the reasoning and evidence in a text support	✓	✓

the author's claims.		
9) Compare and contrast treatments of the same topic in several primary and secondary sources.	✓	✓
Range of Reading and Level of Text Complexity		
10) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	✓	✓

Literacy in History/Social Studies- Grades 11-12

Key Ideas and Details	Unit 1	Unit 2
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.	✓	✓
Craft and Structure		
4) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).	✓	✓
5) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	✓	✓
6) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	✓	✓
Integration of Knowledge and Ideas		
7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.	✓	✓
Range of Reading and Level of Text Complexity		
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.	✓	✓