Social Studies – K-12 Vertical Alignment Document

Aligned with a Focus on Global History and U.S. History

	Content Sequence				
Grade	Content Focus	Group (Global or US History)			
Kindergarten	Self and Others	Global			
Grade 1	My Family and Other Families, Now and Long Ago	Global			
Grade 2	My Community and Other United States Communities	US History			
Grade 3	Communities Around the World	Global			
Grade 4	Local History and Local Government	US History			
Grade 5	The Western Hemisphere	Global			
Grade 6	The Eastern Hemisphere	Global			
Grade 7	History of the United States and New York – I	US History			
Grade 8	History of the United States and New York – I	US History			
Grade 9	Global History and Geography - I	Global			
Grade 10	Global History and Geography - I	Global			
Grade 11	United States History and Government	US History			
Grade 12	Participation in Government, Economics, the Enterprise System, and Finance	US History			

Global History

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Kindergarten	 Cooperation and family Communication Holidays Compare and contrasting Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) maps 		 projects groups reflection maps/charts computers for maps turn to talk (K-5) budding Reading (K-5) text structure (K-5) 	 concept literacy (non-fiction) level readers

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 1	 cooperation (olweus) teambuilding role of law codes teaching government being a citizen local and state government maps chronology (K-12) introduction of economics (using money) Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) 		 turn to talk (K-5) budding Reading (K-5) text structure (K-5) maps 	• documents / sources (K-12)

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 3	 political maps, physical maps, world maps, etc. geography stressed Golden Ages Citizenship Human rights Prejudice and discrimination Human and natural resources Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) 	 Folk tales Oral histories Arts Music dance 	 research and computer lab turn to talk (K-5) budding Reading (K-5) text structure (K-5) 	 communities around the world research papers on culture

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 5	 climate civilization job specialization writing Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) 	 Aztecs, Mayas, Incas (MesoAmerica) Beringia Deserts, plains, mountains 	 turn to talk (K-5) budding Reading (K-5) text structure (K-5) 	 Communities Research papers on Aztecs/Mayans

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 6	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) Eastern Hemisphere Geography Neolithic Revolution River Valley Civilizations World Religions / Belief Systems Classical Civilizations Mediterranean World (600-1450) Interactions across the Eastern Hemisphere (600- 1450) 	 Geography Time continuity and change Economics Technology individual development cultural identity Development and transformation of social structure Cultural diffusion Power, authority, and governance Civil Ideal and practices Global connections and exchange 	 turn to talk (K-5) budding Reading (K-5) text structure (K-5) 	Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally). 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). Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Distinguish among fact, opinion, and reasoned judgment in a text. Analyze the relationship between a primary and secondary source on the same topic. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 9	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) Paleolithic/Neolithic Social hierarchies River valleys Belief systems Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism Classical Civilizations: Greece, Gupta, Han, Mauryan, Maya, Qin, Rome Golden Ages Decline of Empires Byzantine Empire State building Innovation and cultural diffusion between Asia and Europe Social and Cultural growth and conflict The Ottoman Empire and the Ming Dynasty Pre-1600 Africa and the Americas Pre-1600s Renaissance Reformation Absolutism Scientific Revolution Enlightenment Causes of European Exploration Columbian Exchange and demographics Atlantic Slave trade Rise of the West after 1450 	 Geography Time continuity and change Economics Technology individual development cultural identity Development and transformation of social structure Cultural diffusion Power, authority, and governance Civil Ideal and practices Global connections and exchange 	Smart board/power points Chronological reasoning Videos/maps/text Primary source documents Cause/effect activities Websites/cartoons/iTunesU Contextualization Graphic reasoning Inquiries/ stations Schoology/youtube/DBQ's Developing, implementing and communicating new ideas to others Being open and responsive to new and diverse perspectives Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions Articulate thoughts and ideas clearly and effectively through speaking and writing Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work Accessing information efficiently and effectively, evaluating information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/ legal issues surrounding the access and use of information Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate & create information Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate & create information using digital technology, communication in knowledge economy Using technology as a tool to research, organize, evaluate and communicate information and the possession of a fundamental understanding of ethical/legal issues surrounding the access and use of information	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Assess the extent to which the reasoning and evidence in a text support the author's claims. Compare and contrast treatments of the same topic in several primary and secondary sources. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

			21 st Century Skills (higher	Reading
Grade	Key Ideas/Terms	Unifying Themes	order thinking/problem	Standards/Literacy
Grade 10	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) The State of the World in 1750 Enlightenment to Revolution to Nationalism Industrialization in Europe and Japan Imperialism in Africa and Asia (point of view) World War I & II & Great Depression The Rise of Communism Rise of Totalitarianism and dictators Genocides Cold War 	 Geography Time continuity and change Economics Technology individual development cultural identity Development and transformation of social structure Cultural diffusion Power, authority, and governance Civil Ideal and practices Global connections and exchange 	• Smart board/power points • Chronological reasoning • Videos/maps/text • Primary source documents • Cause/effect activities • Websites/cartoons/iTunesU • Contextualization • Graphic reasoning • Inquiries/ stations • Schoology/youtube/DBQ's • Developing, implementing and communicating new ideas to others • Being open and responsive to new and diverse perspectives Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information in order to solve problems and answer questions • Articulate thoughts and ideas clearly and effectively through speaking and writing Demonstrating ability to work effectively with diverse teams • Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assuming shared responsibility for collaborative work Accessing information efficiently and effectively, evaluating information accurately and creatively for the issue or problem at hand • Possessing a fundamental understanding of the ethical/ legal issues surrounding the access and use of information Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate & create information using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate & create information using digital technology as a tool to research, organize, evaluate and communicate information and the possession of a fundamental understanding of ethical/legal issues surrounding the access and use of information	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Assess the extent to which the reasoning and evidence in a text support the author's claims. Compare and contrast treatments of the same topic in several primary and secondary sources. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

American History

Grade	Key Ideas/Terms	Unifying Themes	21st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 2	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) 		 turn to talk (K-5) budding Reading (K-5) text structure (K-5) 	

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 4	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) 		 turn to talk (K-5) budding Reading (K-5) text structure (K-5) 	

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem	Reading Standards/Literacy
Grade 7	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) Iroquois Key Names Key geographical locations Colonies Slavery Middle Passage Peter Zenger Trial Rights consumed Economics Worcester vs. Georgia Women's rights Expansion of rights 2nd Great Awakening Uncle Tom's Cabin Federalism Slavery Hero/villain French/British Salutary neglect French & Indian War Mercantilism Colonial nationalization Causes of revolution Proclamation of 1763 Consumer rights Triangular trade Albany Plan of Union Saratoga Declaration of Independence Guerilla warfare Hero vs. villain Trail of Tears Worcester vs. Georgia Rights of women Women expansion 2nd Great Awakening Uncle Tom's Cabin Blockade Slavery Andrew Jackson Westward expansion Reform Jim Crow Laws Black codes Court cases Civil war Causes of civil war reconstruction 	 Erie Canal Jackson Westward Expansion Reform Civil War 	 Maps Text Primary documents Video documentaries 	Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally). 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). Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Distinguish among fact, opinion, and reasoned judgment in a text. Analyze the relationship between a primary and secondary source on the same topic. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 8	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) Economics Hero/villain Worchester vs. Georgia Women's Rights Women & expansion of rights 2nd Great Awakening Uncle Tom's Cabin Saratoga Declaration of Independence Guerilla warfare Articles of confederation Federalism Unwritten constitution Court cases Black code Hero vs. villain New Deal 3 R's Propaganda Militarism Nationalism Koroematsu vs. US Nuremburg Trials Manhattan Project Atomic bomb Marshall Plan Korean War Vietnam War Cuban Missile Crisis Baby Boomers Presidents and Policies Civil Rights Ant-War Movement Power Movement Progressivism Immigration Reconstruction Expansion Isolation Roaring 20s Harlem Renaissance Highway System Cold War Booming Economy of the 50s George F. Johnson and factorization 50s 60s 70s 80s 90s Current trends and events 	 Revolution Constitution Broad government concepts and rights 	 Smartboard Power points Chronological reasoning Videos Maps 	Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally). 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). Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Distinguish among fact, opinion, and reasoned judgment in a text. Analyze the relationship between a primary and secondary source on the same topic. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem solving	Reading Standards/Literacy
Grade 11	Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) French/British Salutary neglect French and Indian War Mercantilism Colony rationale Causes of revolution Proclamation of 1763 Consumer rights Triangular trade Albany plan Saratoga Declaration of Independence Guerilla warfare Hero vs. villain Trail of Tears Worchester vs. Georgia Rights of women Women expansionism and rights 2 2nd Great Awakening Uncle Tom's Cabin Blockade Slavery New Deal Relief, Recovery, and Reform Propaganda Militarism Nationalism Koromatsu Nuremburg Trials Holocaust Atomic bomb Manhattan Project Marshall Plan Korean & Vietnam War Cuban Missile Crisis Baby Boomers Presidents and Policies Civil Rights Anti War Power movements Progressivism Urbanization Immigration Reconstruction Imperialism Expansion Isolation Roaring 20s Harlem Renaissance Highway system Cold War Booming economy of the 50s Native American policies Suburbs of the 50s Post-WWII US George F. Johnson and factorization 50s Native American policies Suburbs of the 50s Post-WWII US George F. Johnson and factorization 50s On Sos On Sos On Current trends and events	 Native Americans Colonial America Revolution Erie Canal Andrew Jackson Westward Expansion Reform Civil War Great Depression World War II Foreign Policy Cold War 50s 60s 70s 80s 	 Smart board Power points Chronological reasoning Videos Maps Textbook Primary source documents Cause/effect activities Websites Cartoons Civic participation Contextualization Graphic reasoning schoology iTunesU youtube inquiries DBQ's stations 	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. 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. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 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). 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. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 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. 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. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grade	Key Ideas/Terms	Unifying Themes	21 st Century Skills (higher order thinking/problem	Reading Standards/Literacy
Grade 12	 Cultures (K-12) Cultural tolerance (K-12) Citizenship (K-12) Articles of confederation Production Federalist Papers Current Events Court Cases Unwritten Constitution Making Economic Decisions Personal finance Supply and demand Surplus Shortage Scarcity Effects of surplus Effects of shortage Equilibrium Command economy Free market economy Mixed economy Poverty Causes of poverty Government solutions to poverty Business cycles Troughs Peaks Monetary policy Fiscal policy Public policy Town government 3 branches of city government 3 branches of village government 3 branches of state government 3 branches of state government 3 branches of federal government 3 branches of town government 3 branches of town government Court cases Citiz cases Criminal cases 	 Constitution Thomas Paine Free market Consumer vs. producer Supply and demand Banking Purchasing and the home (ex: car and college) Good debt vs. bad debt 	 Smart board Power points Chronological reasoning Videos Textbook Websites Civic participation Court cases Youtube Use of reading guides Company research project Individual production of commercial 	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. 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. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 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). 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. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 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. 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. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.