

New York State Standards for History



NYS Historical Social Studies Standards* for grades 5-8, Correlated to CTP Books

General notes from CTP:

- For this correlations document, CTP has selected those NYS Social Studies standards in Grades 5-8 which are relevant to the study of history. Schools and teachers will find ample opportunity in our textbooks for making connections to economic, geographic, and civic themes.
- The standards suggested by NYS for 5th and 6th grades are broadly covered by *All Ye Lands*, with some crossover in *Light to the Nations I: The History of Christian Civilization*. The 7th and 8th grade NYS standards are covered by the content in *American Venture*. Several possible options are available to a New York school seeking to both cover state standards and take full advantage of the CTP volumes:

Option 1 Schedule

Grade 5	<i>All Ye Lands</i>	-World History, -fulfills NYS 5th [Western Hemisphere World History] and 6th [Eastern Hemisphere World History] standards
Grade 6	<i>Light to the Nations I</i>	-European history to 1500 with selected supplemental chapters for World History corresponding to <i>All Ye Lands</i> -fulfills or expands on selected 6th grade NYS standards
Grade 7	<i>Light to the Nations II</i>	-European/world history from 1500-1970 -provides student with critical connections foundation for later American History, including the World Wars
Grade 8	<i>American Venture</i>	-American History from Columbus through 1970 -broadly fulfills NYS standards for 7th and 8th grade

Option 2 Schedule

Grade 5	<i>From Sea to Shining Sea</i>	-American History from precolonial era through Reconstruction -provides foundation for more complex study of American History in 8th grade
Grade 6	<i>All Ye Lands</i>	-World History, -fulfills NYS 5th [Western Hemisphere World History] and 6th [Eastern Hemisphere World History] standards
Grade 7	<i>Light to the Nations I</i>	-European/world history from 1500-1970 -provides student with critical connections foundation for later American History, including the World Wars
Grade 8	<i>American Venture</i>	-American History from Columbus through 1970 -broadly fulfills NYS standards for 7th and 8th grade

Option 3 Schedule

Grade 5	<i>All Ye Lands</i>	-World History, -fulfills NYS 5th [Western Hemisphere World History] and 6th [Eastern Hemisphere World History] standards)
Grade 6	<i>Light to the Nations I</i>	-European history to 1500 with selected supplemental chapters for World History corresponding to All Ye Lands -fulfills or expands on selected 6th grade NYS standards
Grade 7	<i>American Venture</i>	-American History from Columbus through 1970 -broadly fulfills NYS standards for 7th and 8th grade
Grade 8	<i>Light to the Nations II</i>	-European/world history from 1500-1970 -studying American Venture prior to this year provides familiar 'hooks' for connecting to modern European history

Grade 5: The Western Hemisphere

5.1 EARLY PEOPLES OF THE AMERICAS: *The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.*

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LTN1

LTN2

American Venture
(coming 2022)

<p>5.1a</p>	<p>Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.</p> <p>-Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Bering land bridge, using maps and archaeological evidence.</p>		<p>Ch 1 (Prehistoric man)</p>			
<p>5.1b</p>	<p>Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.</p>		<p>Ch 1 (Prehistoric man)</p>			
<p>5.1c</p>	<p>Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.</p> <p>-Students will examine maps that show the variety of different Native American * groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.</p> <p>-Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance</p>	<p>Maps and references to pre-colonial peoples and customs are found in chapters 1 and 2. Teacher may to supplement geography and chronologically early connections.</p>	<p>Ch 16 273-385</p>			

5.2 COMPLEX SOCIETIES AND CIVILIZATIONS:
Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)

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LTN2

American Venture
 (coming 2022)

<p>5.2a</p>	<p>Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p>-Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.</p> <p>-Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.</p>		<p>Ch 16 373-385</p>	<p>Suppl ch 604-623</p>		
<p>5.2b</p>	<p>Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p>-Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.</p>		<p>Ch 16 373-385</p>	<p>Suppl ch 604-623</p>		
<p>5.2c</p>	<p>Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.</p> <p>-Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.</p>		<p>Ch 16 373-385</p>	<p>Suppl ch 604-623</p>		

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS:
Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

FSTTS

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LTN2

American Venture
(coming 2022)

<p>5.3a</p>	<p>Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p> <p>-Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.</p> <p>-Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.</p>	<p>Ch 1 1-23 (11-33) Ch 2 p 25-43 Ch 3 45-68 Ch 4 69-90 Ch 5 91-120</p>	<p>Ch 9 212-213</p>			<p>Ch 1 1-22 Ch 2 23-40</p>
<p>5.3b</p>	<p>Europeans encountered and interacted with Native Americans in a variety of ways. Students will examine how Native Americans viewed the newcomers.</p> <p>-Students will examine European interactions with Native Americans, using these examples:</p> <p>>Conquests by Cortez and Pizarro and the resulting demographic change</p> <p>>French in Canada and the fur trade</p>	<p>Ch 3 45-68 Ch 4 69-90</p>				<p>Ch 1 4-8, 11-12, 17-18</p>
<p>5.3c</p>	<p>The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.</p> <p>-Students will map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa. Students will examine the effect of diseases introduced to the Western Hemisphere.</p>	<p>Ch 1 1-23 (11-33) Ch 2 25-43 Ch 3 45-68 Ch 4 69-90 Ch 5 91-120</p>				<p>Cultural and biological imports and adaptations covered broadly through Ch 1 and 2</p>

5.3d	<p>Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.</p> <p>-Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.</p> <p>-Students will examine the conditions experienced by enslaved Africans during the Middle Passage.</p>	Ch 5 p 94 Ch 13 279	Ch 13 314, 320-321	Suppl Ch 597-600, 61	Ch 2 34, 36
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Grade 6: The Eastern Hemisphere

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy. Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere; 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates; and 6.7 Interactions Across the Eastern Hemisphere.

6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)

FSTTS

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LTN1

LTN2

American Venture
(coming 2022)

6.2a	Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.		Ch 1 1-20 Ch 2 21-46		
6.2b	Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.		Ch 1 13 Ch 2 23-24		

<p>6.3b</p>	<p>Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p> <p>-Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus River valley), or one in East Asia (Yellow River valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.</p>		<p>Ch 2 21-46</p>			
<p>6.3c</p>	<p>Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p>-Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.</p>		<p>Ch 2 21-46</p>			
<p>6.3d</p>	<p>Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society. Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations. Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.</p>		<p>Ch 2 21-46 provide connection opportunities relevant to this standard</p>			

6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

FSTTS

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LTN1

LTN2

American Venture
(coming 2022)

<p>6.4a</p>	<p>Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p>		<p>Broad standard. Ch 2-7 all contain extensive treatment of world religions in this period</p>	<p>Broad standard, overarching theme of text. For specified time period see Ch 1-7 and the Supplemental Chapters.</p>		
<p>6.4b</p>	<p>Belief systems and religions are based on sets of mutually held values.</p> <p>-Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each.</p>		<p>Ch 3 - ancient Judaism</p> <p>Ch 6 - Christianity, especially</p> <p>Ch 7 - Islam</p> <p>Ch 10 - Buddhism and Confucianism</p> <p>Ch 12 Hinduism</p>	<p>Christianity throughout text. See especially Ch 1-3 for origins.</p> <p>Ch 7 - Islam</p> <p>Supplemental Chapters - other world religions</p>		
<p>6.4c</p>	<p>Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p> <p>-Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.</p> <p>-Students will explore the influence of various belief systems on contemporary cultures and events.</p>		<p>These chapters can be a springboard for connections:</p> <p>Ch 3 - ancient Judaism</p> <p>Ch 6 - Christianity, especially</p> <p>Ch 7 - Islam</p> <p>Ch 10 - Buddhism and Confucianism</p> <p>Ch 12 Hinduism</p>	<p>Connections springboards for this standard:</p> <p>Christianity throughout text</p> <p>Ch 7 - Islam</p> <p>Supplemental chapters - other world religions</p>		

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

FSTTS

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LTN1

LTN2

American Venture
(coming 2022)

<p>6.5a</p>	<p>Geographic factors influence the development of classical civilizations and their political structures.</p> <p>-Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.</p> <p>-Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/ record keeping system, technology, and social hierarchy.</p>		<p>Chs 4 and 5: Greco-Roman Civilization</p> <p>Ch 10: Classical Chinese civilizations</p> <p>Maps connections are a frequent feature in all our textbooks. Some examples:</p> <p>Ch 5 96 (geographic features of Italy)</p> <p>Ch 10 230 (geographical features of China) and 233 (classical Chinese political boundaries)</p>			
<p>6.5b</p>	<p>Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p>-Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.</p>		<p>Compare and contrast connections in Chs 4, 5, and 10</p>			
<p>6.5c</p>	<p>A period of peace, prosperity, and cultural achievements may be indicative of a golden age. Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age. Students will examine how cultural achievements of these civilizations have influenced contemporary societies.</p>		<p>Compare and contrast connections in Chs 4, 5, and 10</p>			

6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.

FSTTS

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LTN1

LTN2

American Venture
(coming 2022)

6.6a	<p>Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</p> <p>-Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.</p>		<p>Ch 5 Ch 6</p>	<p>Broad standard, covered in Chapters 1 through 6 Ch 9 219-242</p>		
6.6b	<p>The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</p> <p>-Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.</p>		<p>Ch 6 131-136 Ch 7 147-153</p>	<p>Ch 6 139-166</p>		
6.6c	<p>Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p> <p>-Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures.</p>		<p>Ch 7 147-168</p>	<p>Ch 7 167-192 Ch 8 193-218</p>		
6.6d	<p>Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.</p> <p>-Students will examine the three distinct cultural regions of the Mediterranean world in terms of</p>		<p>Ch 8 186-189</p>	<p>Broad standard addressed in-depth over the span of chapters 7-15</p>		

	<p>their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions.</p> <p>-Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.</p>					
<p>6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.</p>		FSTTS	AYL	LTN1	LTN2	American Venture (coming 2022)
6.7a	<p>The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes. Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes.</p> <p>-Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources. Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel.</p>		<p>Ch 8 188, 189</p> <p>Ch 10 231, 240, 243-244</p>			
6.7b	<p>The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.</p> <p>-Students will map the extent of the Mongol Empire at the height of its power. Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade.</p> <p>-Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents.</p>		<p>Ch 10 231, 236, 242-244</p> <p>Ch 14 328-330</p>	<p>Ch 13 342-344</p> <p>Ch 14 374</p> <p>Ch 15 381</p>		

6.7c	<p>Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</p> <p>-Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junks and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder</p>		<p>Some relevant examples suited to this standard:</p> <p>Ch 8 178 (Viking longboat)</p> <p>Ch 10 243 (gunpowder)</p>			<p>Ch 1 2 (ship developments and the caravel)</p>
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Grade 7 - History of the United States and New York State I

<p>7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.</p>						
		FSTTS	AYL	LTN1	LTN2	American Venture (coming 2022)
7.2a	<p>Social, economic, and scientific improvements helped European nations launch an Age of Exploration. Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection. Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.</p>					<p>Ch 1 1-22</p>
7.2b	<p>Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership. Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee. Students will investigate other Native American societies</p>					<p>Ch 1 5-13, 17-18</p> <p>Ch 2 26, 29</p>

	<p>found in their locality and their interactions with European groups. Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.</p>					
7.2c	<p>European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies. Students will investigate the reasons for colonization and the role of geography in the development of each colonial region. Students will examine the economic, social, and political characteristics of each colonial region.</p>					<p>Ch 1 1-22 Ch 2 23-40</p>
7.2d	<p>In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting. Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system. Students will examine the changing status and role of African Americans under the Dutch and English colonial systems. Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.</p>					<p>Teacher may use utilize Ch 2 33- 35 as connection for more early Hudson River Dutch settlements in NY</p>
7.2e	<p>Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions. Students will describe the conditions of the Middle Passage. Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State. Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State. Within the context of New York State history, students will distinguish between indentured servitude and slavery</p>					<p>Ch 1 1, 21 Ch 2 30, 32, 34, 36 Teacher may use references listed to make connections to historical events in New York State</p>

7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

FSTTS

AYL

LTN1

LTN2

American Venture
(coming 2022)

7.3a

Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain. Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York. Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers. Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect. Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.

Ch 3 41-58

7.3b

Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- Students will compare the proportions of loyalists and patriots in different regions of the New York colony.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

Ch 3 46-57

<p>7.4b</p>	<p>The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government. Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles. Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.</p>					<p>Ch 4 68-75 Ch 5 78-83</p>
<p>7.4c</p>	<p>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.</p> <p>-Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.</p> <p>-Students will examine how key issues were resolved during the Constitutional Convention, including: state representation in Congress (Great Compromise or bicameral legislature) the balance of power between the federal and state governments (establishment of the system of federalism) the prevention of parts of government becoming too powerful (the establishment of the three branches) the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)</p> <p>-Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.</p>					<p>Ch 5 78-88</p>

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. (Standards: 1, 5; Themes: TCC, GOV, CIV)

FSTTS

AYL

LTN1

LTN2

American Venture
(coming 2022)

7.5a	The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments. Students will identify powers granted to the federal government and examine the language used to grant powers to the states.					Ch 6 89-113
7.5b	The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights. Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution. Students will examine how checks and balances work by tracing how a bill becomes a law. Students will identify the individual rights of citizens that are protected by the Bill of Rights.					Ch 6 89-113 Ch 7 115- 131
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. Students will examine the process for amending the constitution. Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties. Students will examine the changes to the New York State Constitution and how they were made during the 19th century.					Ch 5 82 Ch 6 91, 109-110
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. Students will examine events of the early nation including Hamilton's economic plan, the Louisiana					Ch 8 133-151

	Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution. Students will examine the Monroe Doctrine and its effects on foreign policy.					
7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)		FSTTS	AYL	LTN1	LTN2	American Venture (coming 2022)
7.6a	Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.					Ch 4 65, 73 Ch 136-137
7.6b	Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement. Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.					Ch 9 155- 176
7.6c	Westward expansion provided opportunities for some groups while harming others. Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward. Students will examine the growth of suffrage for white men during Andrew Jackson's administration. Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture. Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts. Students will examine the ways westward movement affected the lives of women and African Americans. Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.					Ch 9 155- 176 Ch 10 156-194

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. (Standards: 1, 5; Themes: SOC, CIV, GOV)						
		FSTTS	AYL	LTN1	LTN2	American Venture (coming 2022)
7.7a	<p>The Second Great Awakening, which had a strong showing in New York State, inspired reform movements. Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.</p>					Ch 9 158-159
7.7b	<p>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. Students will examine ways in which enslaved Africans organized and resisted their conditions. Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery. Students will examine the effects of Uncle Tom's Cabin on the public perception of slavery. Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations. Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in United States v. The Amistad (1841).</p>					Ch 11 214-216 Ch 12 221-227
7.7c	<p>Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality. Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony. Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.</p>					Ch 11 203, 206-209, Ch 19 390-391, 408
7.7d	<p>The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system. Students will trace the Anti-Rent movement in New York State.</p>					

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

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7.8a	<p>Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government. Students will examine regional economic differences as they related to industrialization.</p>					Ch 11 195-222
7.8b	<p>As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure. Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act. Students will examine growing sectional tensions, including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party.</p>					Ch 9 163-164 Ch 11 210-216
7.8c	<p>Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states. Students will examine both long- and short-term causes of the Civil War. Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union. Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.</p>					Ch 11 195-220 Ch 12 221 - 238
7.8d	<p>The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography. Students will compare the advantages and disadvantages of the North and the South at</p>					Ch 13 239-266

	the outset of the Civil War. Students will examine the goals and content of Lincoln's Emancipation Proclamation. Students will examine how the use of various technologies affected the conduct and outcome of the Civil War. Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War. Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam					
7.8e	The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States. Students will examine the roles of women, civilians, and free African Americans during the Civil War. Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia. Students will explain how events of the Civil War led to the establishment of federal supremacy.					Ch 14 267-284

Grade 8 - History of the United States and New York State II

8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)		FSTTS	AYL	LTN1	LTN2	American Venture (coming 2022)
8.1a	Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation. Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.					Ch 14 267-284
8.1b	Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans. Students will examine the					Ch 14 267-284 Ch 16 307

	effects of the sharecropping system on African Americans. Students will examine the reasons for the migration of African Americans to the North. Students will examine the rise of African Americans in government.					
8.1c	Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans. Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws. Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues. Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans. Students will examine the effects of the Plessy v. Ferguson ruling.					Ch 14 270, 272-275 Ch 16 323
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. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)		FSTTS	AYL	LTN1	LTN2	American Venture (coming 2022)
8.2a	Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time. -Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. -Students will explore the immigrant experience at Ellis Island. -Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.					Ch 16 305-330 Ch 19 386-387

8.2b	<p>Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people. Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth. Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.</p>				<p>Ch 16 305-330 Ch 17 344 Ch 19 387-388</p>
8.2c	<p>Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption. Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s. Students will explore the growth and effects of child labor and sweatshops. Students will explore the development of political machines, including Boss Tweed and Tammany Hall.</p>				<p>Ch 14 279-280 Ch 16 305-330 Ch 17 344 Ch 19 386-388</p>
8.2d	<p>In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions. Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World. Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.</p>				<p>Ch 16 311-319, 321-322, 325-330 Ch 17 339-342</p>
8.2e	<p>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. Students will examine the Populist Party as a reform effort by farmers in response to industrialization. Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.</p>				<p>Ch 16 305-330 Ch 17 338-342, 344-345, Ch 19 411</p>

	<p>in the Pacific and the invasion of Normandy on D-Day. Students will examine the role of the Tuskegee Airmen within the segregated military during World War II. Students will investigate the effects of the war on the American economy and day-to-day life. Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in <i>Korematsu v. United States</i> (1944). Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.</p>					
8.6c	<p>The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights. Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki. Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials. Students will examine the structure and work of the United Nations.</p>				Ch 20 589-609	Ch 21 452-458 Ch 22 459-465
<p>8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</p>		<p>FSTTS AYL LTN1 LTN2 American Venture (coming 2022)</p>				
8.7a	<p>The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe. Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations. Students will examine the term nuclear superpower and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.</p>					Ch 22 465-473 Ch 23 481-485, 489-490

8.7b	<p>The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism. Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.</p>					<p>Ch 22 463-465 Ch 23 483-485, 489-493</p>
8.7c	<p>Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today. Students will examine the changing relationships between the United States and foreign countries such as China beginning in 1950 Afghanistan beginning in the 1980s Russia beginning in 1990 Middle East (Israel, Palestine, Iran, Kuwait, Iraq) Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico European Union countries.</p>					
8.7d	<p>Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways. Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.</p>					
8.7e	<p>Increased globalization has led to increased economic interdependence and competition. Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce. Students will examine the roles of multinational corporations and their influence on the world economy</p>					

8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)

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8.8a	<p>After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences. Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care. Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland both nationally and within New York State. Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.</p>					Ch 22 475-476
8.8b	<p>The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity. Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups. Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.</p>					
8.8c	<p>Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment. Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).</p>					Ch 11 195-220 Ch 12 221 - 238

8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

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8.9a	<p>The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements. Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X. Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965. Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.</p>					<p>Ch 22 473-475 Ch 23 485-489</p>
8.9b	<p>The civil rights movement prompted renewed efforts for equality by women and other groups. Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community. Students will examine judicial actions taken to protect individual rights, such as Miranda v. Arizona (1966) and Tinker v. Des Moines School District (1969).</p>					
8.9c	<p>The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society. Students will explain the difference between Medicare and Medicaid. Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.</p>					
8.9d	<p>Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy. Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.</p>					
8.9e	<p>Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society. Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.</p>					