

Appendix F

New York State Alternate Assessment

Social Studies NYSAA Frameworks

to the

**Core Curriculum
Grade Level Expectations**

and

Alternate Grade Level Indicators

for

**Students with Severe Cognitive
Disabilities**

**NYSAA Test Blueprint - Social Studies
Effective with 2006-07 Administration**

REQUIRED COMPONENT			
Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below			
Social Studies Standards	Grade 5	Grade 8	High School
1 - US and NYS History	X	X	X (US History)
2 - World History			X (Global History)
5 - Civics, Citizenship and Government	X	X	

CHOICE COMPONENT				
For Each Required Standard, There are Two Possible Units From Which to Draw Units Covered Vary by Grade as Marked by an X in the Chart Below Choose 1 Unit For Each Standard From Units Marked with an X				
Standards	Units	Grade 5	Grade 8	High School
1- US & NYS History	2 - Constitutional Foundations			X
	6 - Colonial Life and Revolutionary War in NYS	X		
	7 - Industrial Society		X	
	7 (B) - World in Uncertain Times: 1980-Present			X
	8 - Industrial Growth & Expansion in NYS	X		
	9 - Between the Wars		X	
2- World History: Global History and Geography	5 - Age of Revolution			X
	8 - Global Connections and Interactions			X
5- Civics, Citizenship & Government	4 - Government of World Communities	X		
	4 - Experiment in Government		X	
	9 - Local, State & National Government	X		
	11- WWII to the Present		X	

See the Core Curricula for Social Studies at <http://www.emsc.nysed.gov/ciai/cores.htm#ss>.

Grade 5

Standard: 1-US and NY History Unit 6-Colonial Life and the Revolutionary War in NY State		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 28	<p>Colonial and Revolutionary periods</p> <ul style="list-style-type: none"> - Dutch, English, and French influences in New York State - Lifestyles in the colonies– comparisons during different time periods - Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious - Ways that colonists depended on and modified their physical environments - Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State - Colonial governments - Colonial societies were organized to answer three fundamental economic questions: what goods and services do we produce? How do we produce them? For whom do we produce them? - Ways of making a living in our local region and State - Causes for revolution: social, political, economic - Important accomplishments of individuals and groups living in our community and region <p>The Revolutionary War in New York State</p> <ul style="list-style-type: none"> - Location of New York State - The significance of New York State’s location and its relationship to the locations of other people and places - Geographic features that influenced the War - Native American Indians in New York State influenced the War - The war strategy: Saratoga and other local battles - Loyalists and patriots in New York State - Leaders of the Revolution - Effects of the Revolutionary War 	<ul style="list-style-type: none"> • Discuss cultural similarities and differences (including folklore, ideas and other cultural contributions) that helped shape our community, local region, and State • Compare and contrast different types of daily activities including ways of making a living that took place during the colonial and revolutionary periods • Understand the location and geographical features of New York State and its relation to other places • Recognize leaders of the revolution • Discuss causes of the Revolutionary War • Describe the role of Native Americans in New York State during the Revolutionary War • Understand the effects of Revolutionary War

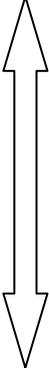
ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex		More Complex	
←	←	→	→
Unit 6	<p>The student will:</p> <ul style="list-style-type: none"> • identify New York as his/her state of residence (12101) • locate on a New York map where he/she lives (12102) • recognize pictures that show colonial life in New York (12103) • identify at least one difference between colonial life and ways of life today (12104) • explore the lifestyles, cultural environment and/or needs/wants of people during the colonial and/or Revolutionary period (12105) 	<p>The student will:</p> <ul style="list-style-type: none"> • locate his/her community of residence on a New York map (12201) • explain why Europeans came to New York long ago (12202) • identify which Europeans settled where he/she lives (12203) • compare/contrast one aspect of colonial life to life today, e.g., school, transportation, shelter (12204) • identify and discuss at least one important event that occurred in New York during the American Revolution (12205) 	<p>The student will:</p> <ul style="list-style-type: none"> • name and locate his/her community of residence on a New York map (12301) • tell why Europeans came to New York long ago (12302) • discuss cultural features of the European colonists who settled New York State (e.g., jobs, religion, shelter, family life) (12303) • compare/contrast these cultural features to those of today (12304) • recognize that New York State’s location and/or New York leaders played an important role in the American Revolution (12305) • explore the significance of at least one American Revolutionary War battle that occurred in New York (12306)

Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div>	<p>The student will select their state of residence during various classroom activities. (e.g., recognize New York State while looking at pictures of different states)</p>	<ul style="list-style-type: none"> Data chart documenting successful identifications of New York State and community of residence
	<p>The student will distinguish between images about life in colonial times and about life in modern times and give examples of differences. (e.g., transportation, clothing, food, school, housing, etc.)</p>	<ul style="list-style-type: none"> Student work or other recorded evidence indicating ability to compare and contrast colonial and modern day life
	<p>The student will answer questions about texts read pertaining to important events/people of the American Revolution. (e.g., Thomas Jefferson and the Declaration of Independence, Paul Revere’s engraving of the Boston Massacre, etc.)</p>	<ul style="list-style-type: none"> Student produced work or other recorded evidence indicating ability to identify cultural features of New York colonial life and important historical events/people associated with the American Revolution

Grade 5

Standard: 1-US and NY History Unit 8-Industrial Growth and Expansion in NY State		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 29	<p>Industrial growth and expansion</p> <ul style="list-style-type: none"> - Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer) - Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State) - The important contributions of immigrants to New York State - Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors <p>Urbanization: economic, political, and social impacts</p> <ul style="list-style-type: none"> - Rural to urban to suburban migration - Economic interdependence (e.g., resource use: from farm to market) - Ways of learning and public education in our community and State - The labor movement and child labor 	<ul style="list-style-type: none"> • Understand that improved transportation, new inventions and technology, better/faster communication, and available natural resources were critical elements needed for industrial growth and expansion • Explain how patterns of immigration and migration of people helped America to grow and expand • Discuss reasons why America’s population shifted from mostly rural to urban and suburban places • Recognize how the labor system in America underwent major changes • Recognize why the economic system evolved from an agriculturally based system to an industrial society • Understand the reasons that public education was extended to all children and made mandatory to age 16

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex		More Complex	
←	←	→	→
Unit 8	<p>The student will:</p> <ul style="list-style-type: none"> • identify means of transportation and/or communication today, e.g., cars, airplanes, telephones, television (15101) • identify means of transportation and/or communication in 18th and/or 19th century New York State, e.g., horses, carriages, walking, letters, newspapers (15102) • compare/contrast modern and former means of transportation and/or communication (15103) • locate the route of the Erie Canal on a map (15104) • locate cities in New York on a map in relation to the Erie Canal (15105) • recognize immigrant groups that came to New York State in the 19th century (15106) 	<p>The student will:</p> <ul style="list-style-type: none"> • explore daily life in 19th century New York State with special attention to jobs, means of transportation, and/or communication (15201) • identify reasons immigrants came to New York State in the 19th century (15202) • describe the contributions immigrants made to New York State (15203) • explore how New York State’s location, natural features, and/or transportation systems contributed to the growth of its cities (15204) • describe the importance of the Erie Canal (15205) • describe what life was like for immigrant groups that came to live in New York State (15206) • describe at the importance of Ellis Island to immigration (15207) 	<p>The student will:</p> <ul style="list-style-type: none"> • investigate how advances in transportation and/or communication and the effects of industrialization led to the growth of New York State’s cities in the 19th century (15301) • examine the significance of the Erie Canal to New York State’s 19th century economy (15302) • describe immigrant groups to New York State and/or their contributions to the state (15303) • examine factory working conditions in New York State and/or the role of child labor in the 19th century (15304) • identify reasons New York State enacted compulsory education laws in the 19th century (15305)

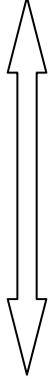
Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p>	The student will identify pictures of current means of transportation from multiple sources. (e.g., cars, trains, airplanes, etc.)	<ul style="list-style-type: none"> Data chart documenting correct identification of means of transportation or student produced list
	The student will identify two facts about daily life in New York State during the 19 th century in a class play. (e.g., harvesting crops, working in an early factory, etc.)	<ul style="list-style-type: none"> Audio/video tape of student using a switch to identify two facts about daily life in New York State during the 19th century
	The student will list reasons for the growth of a 19 th century city that still exists today; this may be one in which the student is living or one that is near the student’s residence. (e.g., growth of industry, rapid improvements of transportation, immigration, etc.)	<ul style="list-style-type: none"> Student produced list or teacher recorded evidence indicating the student’s understanding about the growth of a city during the 19th century

Grade 5

Standard: 5-Civics, Citizenship, and Government
Unit 4-Government of World Communities

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 27	<p>Symbols of citizenship in world communities</p> <ul style="list-style-type: none"> - People in world communities celebrate various holidays and festivals - People in world communities use monuments and memorials to represent symbols of their nations <p>Governments around the world</p> <ul style="list-style-type: none"> - Governments in world communities organize to provide functions people cannot provide as individuals - Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them - Governments in world communities develop rules and laws - Governments in world communities plan, organize, and make decisions 	<ul style="list-style-type: none"> • Understand that people in world communities celebrate various holidays and festivals • Understand how people in world communities use monuments and memorials to represent symbols of their nation • Understand that world communities develop rules and laws • Discuss reasons why world communities organize to provide functions people cannot provide as individuals

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex		More Complex	
←	→	←	→
Unit 4	<p>The student will:</p> <ul style="list-style-type: none"> • identify one major national holiday in communities around the world (e.g., Independence Day; A day to honor those who died while serving their country; etc) (31101) • recognize a reason for a national holiday being celebrated in communities around the world (31102) • describe an activity that might take place on the national holiday identified (31103) • recognize one important symbol of a community around the world, e.g., the American and other world community flags, an animal that represents a country, etc. (31104) • recognize that communities around the world develop rules and laws (31105) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify at least two major national holidays in communities around the world (refer to list in column 1) (31201) • discuss reasons that national holidays are celebrated in communities around the world (31202) • identify activities that take place on national holidays (31203) • investigate national holidays and/or symbols associated with a foreign country (31204) • list and discuss the importance of school rules (31205) • recognize the difference between school rules and government laws (31206) • discuss the importance of obeying laws (31207) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify multiple national holidays and/or symbols in communities around the world (refer to list in column 1) (31301) • describe the origins of national holidays or symbols (31302) • describe what the national symbols represent about communities around the world (31303) • compare national holidays and/or symbols associated with a foreign country to American holidays and/or symbols (31304) • compare school rules to governmental laws (31305) • recognize that all nations have organized governments (31306) • explain why governments pass laws (31307) • identify services a citizen receives from his/her government, e.g., schools, police and fire protection, public transportation, road construction, national defense, etc. (31308)

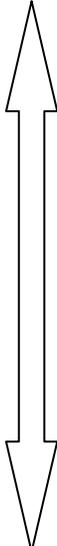
Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p>	<p>The student will identify one national holiday from another country and tell what it is celebrating. (e.g., Chinese New Year – celebrating a new calendar year)</p>	<ul style="list-style-type: none"> Data chart documenting student performance when identifying one national holiday from another country
	<p>The student will select a foreign country and identify its national holidays or symbols. (e.g., picture of Mexico and its flag)</p>	<ul style="list-style-type: none"> Sequenced captioned dated photos of student selecting the foreign country and its national symbol
	<p>The student will describe the significance of a specific symbol or monument from a specific community around the world. (e.g., the Eiffel Tower in France)</p>	<ul style="list-style-type: none"> Student produced work or teacher recorded evidence documenting student’s understanding about the history and significance of a specific symbol or monument

Grade 5

Standard: 5-Civics, Citizenship, and Government
 Unit 9-Government: Local, State, and National

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 29	<p>Government</p> <ul style="list-style-type: none"> - Basic democratic values (Taken from: National Standards for Civics and Government) - The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism - The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories <p>Local and State governments</p> <ul style="list-style-type: none"> - An introduction to the probable consequences of the absence of government - The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches - The meaning of key terms and concepts related to government, including democracy, power, and citizenship - The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties - Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office - People elect and/or appoint leaders who make, enforce, and interpret laws -Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community -Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use -Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community -Citizens can participate in political decision making and problem solving at the local, State, and national levels 	<ul style="list-style-type: none"> • Discuss the basic values of American democracy • Explain fundamental values and principles of American democracy as expressed in key historic documents, songs, speeches, and stories • Explore the roles of citizens: what are the roles and responsibilities of citizens? • Demonstrate how leaders are chosen to serve in a community (classroom, local, state, and national) • Understand that governments (classroom, local, state, national) have specific roles to play

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex		More Complex	
←	→	←	→
Unit 9	<p>The student will:</p> <ul style="list-style-type: none"> • identify examples of unacceptable behaviors, e.g., fighting, stealing, lying, etc. (33101) • identify examples of proper behaviors, e.g., honesty, cooperation, respect for others, etc. (33102) • recognize that voting, serving on juries, and/or volunteering are duties of a citizen (33103) • recognize that The Pledge of Allegiance, <i>The Star Spangled Banner</i>, or other examples of speeches, songs, or stories that represent fundamental values and/or principles of American democracy (33104) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain the importance of obeying classroom/ school rules and/or governmental laws (33201) • match leaders/roles to each level of state and/or national government (33202) • recognize the role written constitutions have in New York State and/or United States governmental organization (33203) • tell why the right to elect political leaders is essential in a democracy (33204) • recognize the three branches of government (33205) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify similarities and/or differences between school rules and laws enacted by governments (33301) • discuss the rights and responsibilities of citizens living in a democratic society (33302) • explain the significance of The Declaration of Independence and/or the United States Constitution (33303) • understand that the Pledge of Allegiance and/or <i>The Star Spangled Banner</i> are examples of American democratic ideals and principles (33304) • identify how individuals can participate in government (33305) • identify and/or correctly use terms related to government, e.g., citizen, state, vote, branch of government, representation, tax, etc. (33306)

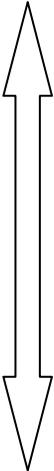
Sample Assessment Tasks		
	Sample Assessment Tasks:	Possible Assessment Strategies and Datafolio Products
<p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p>	<p>The student will identify acceptable behaviors in school, the home, and the community. (e.g., honesty, cooperation, respect for others, etc.)</p>	<ul style="list-style-type: none"> • Student produced list or teacher recorded evidence of student selected acceptable behaviors in each of the three settings
	<p>The student will describe the importance of obeying classroom rules and the consequences of not obeying them. (e.g., Students are not allowed to speak while the teacher is speaking. The consequence of a student doing this may be that the student will receive detention and the other students in the class may not have the opportunity to learn.)</p>	<ul style="list-style-type: none"> • Student produced list or teacher recorded evidence documenting of the student’s understanding about classroom rules and consequences for not obeying them
	<p>The student will list or discuss the rights and responsibilities of citizens living in a democratic society. (e.g., voting, volunteering, serving on juries, paying taxes, not littering, etc.)</p>	<ul style="list-style-type: none"> • Audio/video tape of student presenting three rights and three responsibilities of citizens living in a democratic society

Grade 8

Standard: 1-US and NY History Unit 7-An Industrial Society		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 69-71	<p>II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE</p> <p>Content Outline:</p> <p>A. The immigration experience</p> <ol style="list-style-type: none"> Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time Differences were based on national origins, cultural patterns, and religion Similarities included motivations for coming and patterns of community settlement Initial clashes ended in varying degrees of acculturation Occupational and political experiences varied <p>B. Case studies of the immigrant experience in the United States and New York State—population characteristics</p> <ol style="list-style-type: none"> A comparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions Immigrants as rural settlers in the Midwest The Chinese experience in the Far West Mexicans in the Southwest New York City’s ethnic neighborhoods French-Canadian settlement in northern New York State Immigration patterns and experiences throughout New York State Irish immigration: Mass starvation in Ireland, 1845-1850 Immigrants in the local community 	<ul style="list-style-type: none"> Understand the role of immigration in the settlement and development of the United States and New York State Explain historic events through those who experienced the events Understand the development of the United States including the impact of mobility, the role of leisure activities, its development as a consumer society, and the rights/responsibilities of citizens

	Content Understandings (continued)	
	<p>C. Legal basis for citizenship in the United States</p> <ol style="list-style-type: none"> 1. Citizenship by the “law of the soil” 2. Citizenship by birth to an American parent 3. Citizenship through naturalization <p>D. Responsibilities of citizenship</p> <ol style="list-style-type: none"> 1. Civic: A citizen should be: <ol style="list-style-type: none"> a. Knowledgeable about the process of government b. Informed about major issues c. A participant in the political process 2. Legal: A citizen should: <ol style="list-style-type: none"> a. Be knowledgeable about the law b. Obey the laws c. Respect the rights of others d. Understand the importance of law in a democratic society 3. The changing role of the citizen <p>E. America becomes an increasingly mobile society</p> <ol style="list-style-type: none"> 1. Motivated by new economic opportunities 2. Changing patterns of movement, e.g., blacks begin to move North 3. Westward settlement 4. The disappearance of the frontier—physical limits of geography <p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> 1. Improved standard of living increased consumption 2. Greater variety of goods available 3. Continually rising expectations <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> 1. Greater variety of leisure activities became available as less time was spent on work 2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts 	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex		More Complex	
←	←	→	→
Unit 7	<p>The student will:</p> <ul style="list-style-type: none"> locate on a world map or globe Europe or another continent or country from where students may have come (13101) learn and communicate about the roots of American culture and its development from many different traditions (13102) identify the routes taken by any immigrant group coming to the United States (13103) explore what immigrant life was like in the United States between 1820 and 1920 (13104) explore what factory work was like for immigrants (13105) 	<p>The student will:</p> <ul style="list-style-type: none"> discuss the immigrant experience as shown through their art, writings, music, and/or artifacts (13201) recognize that millions of immigrants came to the United States from Europe between 1820 and 1920 (13202) explore Ellis Island’s role in the immigrant experience (13203) recognize that factories created jobs for many immigrants (13204) describe what factory work was like for immigrants (13205) describe what urban life was like for immigrants (13206) explore citizenship within the industrial society era (13207) 	<p>The student will:</p> <ul style="list-style-type: none"> understand that different groups of people came to the United States at different times (13301) locate the European or other countries/regions from which these immigrants came (13302) list and explain reasons European immigrants came to the United States (13303) discuss the link between immigration and industrialization (13304) discuss the types of work immigrants found in New York State (13305) investigate challenges immigrants faced with special attention to urban life and/or discrimination (13306)

Sample Assessment Tasks		
Sample Assessment Tasks:	Possible Assessment Strategies and Datafolio Products	
<p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p>	<p>The student will identify on a map at least one route taken by any immigrant group who settled in the United States. (e.g., European immigrants entered the United State through Ellis Island; Asian immigrants entered the United States through San Francisco, CA, etc.)</p>	<ul style="list-style-type: none"> • Data chart documenting the student’s identification of the route(s) taken by immigrant population who settled in the United States
	<p>The student will listen to various sources such as texts, videos, and audios about factory work in the 1800s and answer questions about it. (e.g., What types of jobs did people do? How much did they earn? How safe were the working conditions?)</p>	<ul style="list-style-type: none"> • Student produced list or teacher recorded evidence documenting questions and student answers
	<p>The student will place specific items on a timeline at the chronologically correct point in time showing immigration to the United States between 1820 and 1920. (e.g., building of the transcontinental railroad in 1869, the gold rush in 1849, etc.)</p>	<ul style="list-style-type: none"> • Student produced work or teacher recorded evidence of the timeline about immigration

Grade 8

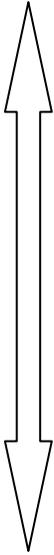
Standard: 1-US and NY History
Unit 9-Between the Wars

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 77-79	<p>I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD</p> <p>Content Outline:</p> <p>A. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> 1. End of reform era 2. The rise of organized crime 3. Economic, social, political effects <p>B. The Republican decade</p> <ol style="list-style-type: none"> 1. Political developments <ol style="list-style-type: none"> a. Back to “normalcy”; the election of 1920 b. Scandals c. Coolidge: austerity and integrity d. Government and business: laissez-faire and protection e. Election of 1928 <p>C. Relative isolation of the United States in world political affairs</p> <ol style="list-style-type: none"> 1. General policy of noninvolvement in European affairs; the League of Nations controversy 2. Limited participation in international activities <ol style="list-style-type: none"> a. World Court b. Naval disarmament 1924 c. Efforts for peace; Kellogg-Briand Pact, 1928 d. Postwar reparation talks e. Relief efforts in Europe 3. Expansion of international trade and tariffs 4. Restrictions on immigration, e.g., Quota Act, 1924 <p>D. Arising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <ol style="list-style-type: none"> 1. Increase in single-family homes; move to nuclear families 2. Emergence of suburbs 	<ul style="list-style-type: none"> • Understand economic and political developments in the United States between World War I and World War II (Content Outline: A-F and I) • Understand how people in the United States were consumers and producers of goods and services during the 1920s (Content Outline: D and I) • Appreciate that culture is expressed in different ways such as (1) the importance of the Harlem Renaissance in American culture and society, and (2) how leisure activities reflect a particular time period (Content Outline: G and H)

	Content Understandings (continued)	
	<ul style="list-style-type: none"> 3. Spread of middle-class values 4. Increased use of credit E. Changes in the workplace <ul style="list-style-type: none"> 1. Shift from agrarian to industrial workforce 2. Lessened demand for skilled workers 3. Working conditions and wages improved 4. Increase in white-collar employees 5. Women continued to increase their presence in the workforce F. Problems developed in the midst of unprecedented prosperity <ul style="list-style-type: none"> 1. Not all groups benefited equally <ul style="list-style-type: none"> a. Low farm prices b. High black unemployment c. Millions of poor 2. New trends conflicted with tradition 3. Environmental balance was jeopardized G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions <ul style="list-style-type: none"> 1. Restrictions on immigration 2. Black migration to Northern cities 3. Growth of organizations to fight discrimination; e.g., NAACP 4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance 5. Generational conflicts 6. Widespread emergence of retired workers 7. Right-wing hate groups H. New ideas about the use of leisure time emerged <ul style="list-style-type: none"> 1. Impact of the automobile: Henry Ford 2. Organized sports: Babe Ruth 3. Search for heroes and heroines: Lindbergh, Amelia Earhart 4. Motion pictures 5. Popular literature 6. Fads and fashion 7. Changes in social behavior I. The stock market crash marked the beginning of the worst economic time the country has ever known <ul style="list-style-type: none"> 1. National prosperity had been structured on the investments of the wealthy 	

	Content Understandings (continued)	
	<ol style="list-style-type: none">2. There were problems with the economic structure3. People lost faith in the system4. The government was unwilling or unable to correct the downturn5. The economic depression that followed was the worst in our history	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex		More Complex	
←	←	→	→
Unit 9	<p>The student will:</p> <ul style="list-style-type: none"> • identify technological advances of the 1920s, e.g., radio, movies, automobiles, etc. (16101) • explore how these technological advances changed ways of life for Americans in the 1920s (16102) • explore the life and/or contributions of a famous American associated with the 1920s, e.g., Charles Lindbergh, Babe Ruth, prohibition, jazz/dance/fads, Amelia Earhart, Henry Ford, etc. (16103) • explore a cultural development associated with the 1920s, e.g., The Harlem Renaissance, Prohibition, art, literature, motion pictures, fads, fashions, etc. (16104) 	<p>The student will:</p> <ul style="list-style-type: none"> • examine how ways of life changed for many Americans during the 1920s due to technological advances and/or economic prosperity, e.g., more leisure time, development of suburbs, continued growth of industry, etc. (16201) • explain why the United States tended to isolate itself from world affairs during the 1920s (16202) • discuss the effects of prohibition on the United States (16203) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain why Americans prospered during the 1920s but people from other countries (such as France) did not (16301) • identify ways that American culture changed during the 1920s (16302) • explore racial and/or ethnic discrimination that occurred during the 1920s (16303) • describe the Harlem Renaissance (16304) • explain why most farmers did not prosper during the 1920s (16305)

Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div>	<p>The student will create a biography picture book about the life of a famous American during the 1920s and present it to the class. (e.g., Babe Ruth, Charles Lindbergh, etc.)</p>	<ul style="list-style-type: none"> • Student produced biography picture book about a famous American
	<p>The student will match or list how technological advances and economic prosperity in the 1920s changed a particular aspect of American life. (e.g., cars improved transportation)</p>	<ul style="list-style-type: none"> • Data chart documenting the student matching technological advances to the changes they created
	<p>The student will identify why most farmers did not prosper during the 1920s using a variety of sources. (e.g., prices for crops were very low)</p>	<ul style="list-style-type: none"> • Student produced list or teacher recorded evidence documenting student’s understanding of the reasons most farmers did not prosper during the 1920s

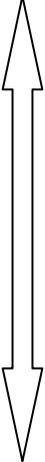
Grade 8

Standard: 5-Civics, Citizenship, and Government
Unit 4-Experiment in Government

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 54-55	<p>III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION</p> <p>Content Outline:</p> <p>A. Annapolis Convention, 1786</p> <ol style="list-style-type: none"> 1. Impracticality of correcting weaknesses in Articles of Confederation 2. Need for an improved form of government without losing key elements of a new philosophy of government 3. Decision to write a constitution <p>B. Constitutional Convention: setting and composition</p> <p>C. Major issues</p> <ol style="list-style-type: none"> 1. Limits of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals <p>D. The need for compromise</p> <ol style="list-style-type: none"> 1. The issue of a “federal” or a “national” government 2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises <p>E. The underlying legal and political principles of the Constitution</p> <ol style="list-style-type: none"> 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights <p>F. The Constitution and the functioning of the federal government</p> <ol style="list-style-type: none"> 1. The Preamble states the purpose of the document 	<ul style="list-style-type: none"> • Understand the importance of events that took place during the writing and adoption of the United States Constitution (Content Outline: A-E and I) • Understand that the Constitution provides a framework for government (Content Outline: F-H) • Demonstrate what citizenship means in a democratic society (Content Outline: F and G) • Know the rights, roles, and responsibilities of a good citizen under the Constitution (Content Outline: F and G)

	Content Understandings (continued)	
	<ul style="list-style-type: none"> 2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) 3. The relation of states to the federal union (Article IV) 4. Assuming the responsibility for a federal system (Article VI) G. The Constitution as a living document <ul style="list-style-type: none"> 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V) 3. The Bill of Rights 4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i>, 1969) H. The evolution of an “unwritten constitution” <ul style="list-style-type: none"> 1. Political parties 2. The President’s cabinet 3. President’s relation to Congress 4. Committee system in Congress 5. Traditional limitations on Presidential term I. The ratification process <ul style="list-style-type: none"> 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention <ul style="list-style-type: none"> a. Federalists—Hamilton b. Anti-Federalists—Clinton 4. Formal ratification of the Constitution and launching of the new government 5. The personal leadership of people like Washington, Franklin, Hamilton, Madison 	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex		More Complex	
Unit 4	<p>The student will:</p> <ul style="list-style-type: none"> • understand what a citizen is (32101) • recognize he/she is a citizen of New York State (32102) • recognize a right that he/she has as a citizen (32103) • identify an example of good citizenship in school (32104) • identify an example of good citizenship outside of school (32105) • demonstrate what it means to be a good citizen in the classroom, at home, and/or in the larger community (32106) 	<p>The student will:</p> <ul style="list-style-type: none"> • understand that he/she is a citizen of both New York State and the United States (32201) • give examples of what governments do (32202) • define what the purpose of a constitution is (32203) • give an example of citizens fulfilling civic responsibility (32204) • give examples of rights that citizens have in the United States (32205) • identify a reason for writing the United States Constitution (32206) • understand why the Bill of Rights was added to the Constitution (32207) • identify two basic constitutional rights that students have (32208) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain the purpose of a constitution (32301) • identify the three branches of the New York State and/or the United States governments (executive, legislative, judicial) (32302) • identify one purpose of each branch of the United States government (32303) • give examples of citizens fulfilling civic responsibilities (32304) • give examples of powers held only by state government (32305) • give examples of powers held by both the federal and/or state governments (32306) • explain the importance of the Bill of Rights (32307) • describe the purposes of political parties (32308)

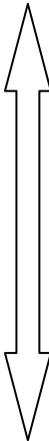
Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p>	The student will identify a right that he/she has as a citizen. (e.g., voting)	<ul style="list-style-type: none"> Data chart documenting student identified rights as citizens
	The student will identify two rights guaranteed by the Bill of Rights. (e.g., owning property, freedom of speech, etc.)	<ul style="list-style-type: none"> Sequenced captioned dated photos of student identifying the two rights guaranteed by the Bill of Rights
	The student will explain one purpose of each of the three branches of the United States government. (e.g., The purpose of the executive branch is to pass laws.)	<ul style="list-style-type: none"> Student produced list or teacher recorded evidence demonstrating the student's knowledge of a power held by each branch of the United States government

Grade 8

Standard: 5-Civics, Citizenship, and Government
Unit 11-WWII to the Present

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 86-87	<p>I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM</p> <p>Content Outline:</p> <p>A. Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> 1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment 2. Number of service jobs, women in the workforce increased 3. Poverty continued to exist in the midst of plenty <p>B. Families and communities underwent significant changes</p> <ol style="list-style-type: none"> 1. Postwar baby boom had major effects on social and economic decisions made by families 2. Growth of suburbs paralleled by movement from major cities 3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> 1. Important executive and judicial decisions supported equal rights 2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation 3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African - Americans 4. Women, Native American Indians, and others also sought greater equality 5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969) <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> 1. Assassinations of major leaders: Kennedy, King 2. Nation split over involvement in Vietnam War 3. Groups in society turn to violence to reach their goals 4. Resignation of President Nixon 5. Oil crisis and skyrocketing inflation 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of citizens in a rapidly changing world (Content Outline: C) • Compare key events in United States and New York State history (Content Outline: A, B, and D) • Examine the role of individuals in expanding civil rights (Content Outline: C) • Identify key changes in American life since World War II (Content Outline: A-D)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex		More Complex	
Unit 11	<p>The student will:</p> <ul style="list-style-type: none"> recognize that there are civil rights that are afforded to all (34101) understand that there are various ways to resolve conflict in school, home, and/or larger community (34102) examine elements of the American culture during post-World War II (e.g. shelter, food, transportation, family life) (34103) recognize post-World War II presidents and/or civil rights leaders (34104) identify ways African Americans sought to gain their civil rights after World War II (34105) 	<p>The student will:</p> <ul style="list-style-type: none"> give reasons suburbs grew rapidly after World War II (34201) explore the contributions of the post-World War II presidents and/or civil rights leaders (34202) explain the goals of the civil rights movement (34203) give reasons the United States became involved in the Vietnam War (34204) explore the effects of President Kennedy's and/or Martin Luther King's assassinations on the United States (34205) 	<p>The student will:</p> <ul style="list-style-type: none"> explain how the growth of technology changed the American economy after World War II (34301) describe how the construction of interstate highways changed housing patterns after World War II (34302) recognize the historical impact of significant leaders of the civil rights movement on America (34303) examine the effects of United States involvement in the Vietnam War on the nation's politics and/or culture (34304) discuss the significance of the <i>Brown v. Board of Education</i> Supreme Court decision on American society (34305)

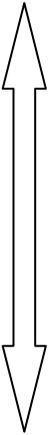
Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p>	<p>The student will recognize one way African Americans sought to gain their civil rights after World War II. (e.g., marches, petitions, sit-ins, court cases, etc.)</p>	<ul style="list-style-type: none"> • Audio/video tape of student presenting one way African Americans sought to gain their civil rights
	<p>The student will select an important leader of the post-World War II civil rights movement and create a poster showing how he/she contributed to the civil rights movement. (e.g., Thurgood Marshall, Martin Luther King, etc.)</p>	<ul style="list-style-type: none"> • Student produced poster or teacher recorded evidence documenting the student’s understanding of the contributions of an important civil rights leader
	<p>The student will explain how a court decision affected the civil rights movement after World War II. (e.g., the Brown vs. Board of Education Supreme Court decision)</p>	<ul style="list-style-type: none"> • Student produced work or teacher recorded evidence documenting the student’s understating of how a court decision affected the civil rights movement

High School

Standard: 1-US and NY History
Unit 2-Constitutional Foundations

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 127	<p>I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</p> <p>E. Basic constitutional principles</p> <ol style="list-style-type: none"> (1) national power—limits and potentials (2) federalism—balance between nation and state (3) the judiciary—interpreter of the Constitution or shaper of public policy (4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual (5) criminal procedures—the balance between the rights of the accused and protection of the community and victims (6) equality—its historic and present meaning as a constitutional value (7) the rights of women under the Constitution (8) the rights of ethnic and racial groups under the Constitution (9) Presidential power in wartime and in foreign affairs (10) the separation of powers and the capacity to govern (11) avenues of representation (12) property rights and economic policy (13) constitutional change and flexibility 	<ul style="list-style-type: none"> • Explain why all nations have established organized governments • Understand how the United States organized its government under a written constitution • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights • Explore the powers of the three branches of the federal and state governments • Discuss the importance of elections to the democratic process in the United States at the federal and state levels

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex		More Complex	
←	←	→	→
Unit 2	<p>The student will:</p> <ul style="list-style-type: none"> • identify classroom rules (11101) • recognize examples of governmental laws (11102) • explain the importance of obeying classroom rules and/or governmental laws (11103) • state one purpose of government (11104) • recognize at least one right guaranteed to citizens by the Bill of Rights (11105) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify two reasons people create governments (11201) • understand who is eligible to vote (11202) • identify two rights of citizens guaranteed by the Bill of Rights (11203) • describe the purposes of courts of law (11204) • discuss the development of the United States Constitution using simple time lines (11205) • communicate about their rights as citizens (11206) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain why people create governments (11301) • explain why voting is an essential part of a democracy (11302) • compare the responsibilities of New York State government to the responsibilities of the United States government (11303) • compare the responsibilities of the executive, legislative, and/or judicial branches of government (11304) • explain the importance of the Bill of Rights in protecting individual rights (11305) • discuss how to protect and/or secure their rights as citizens (11306)

Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div>	<p>The student will match the branch of government to its power. (e.g., judicial branch upholds laws)</p>	<ul style="list-style-type: none"> • Student work product showing the match between the branches of government and its powers
	<p>The student will identify at least one way courts can protect the rights of citizens. (e.g., a fair and speedy trial, a jury, right to a lawyer, etc.)</p>	<ul style="list-style-type: none"> • Student produced work or teacher recorded evidence documenting the student’s knowledge about the court’s role in protecting the rights of citizens
	<p>The student will explain how voting can influence the results of an election. (e.g., A candidate could lose an election if no one votes for the candidate.)</p>	<ul style="list-style-type: none"> • Student produced list or teacher recorded evidence documenting the student’s knowledge about how voting influences the results of an election

High School

Standard: 1-US and NY History
 Unit 7(B)-World in Uncertain Times: 1980-Present

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 154-155	<p>VI. APPROACHING THE NEXT CENTURY 1986 – 1999</p> <p>B. The Clinton Presidency</p> <ol style="list-style-type: none"> 1. Domestic issues <ol style="list-style-type: none"> a. Social concerns <ol style="list-style-type: none"> (1) Health care (2) Education (3) Welfare reform (4) Stability of the Social Security system b. Economic concerns <ol style="list-style-type: none"> (1) Role of technologies (2) Impact of the baby boom generation (3) Balanced budget amendment (debate) (4) Market trends: The bull market of the 1990s c. Political concerns <ol style="list-style-type: none"> (1) Senate Whitewater investigations (2) Gun control (3) Campaign finance reform (debate) d. Impeachment and acquittal 2. Foreign policy issues <ol style="list-style-type: none"> a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat) b. United States in the global economy <ol style="list-style-type: none"> (1) NAFTA (2) GATT (3) Economic aid to Russia (4) United States trade with China, Japan, and Latin America c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia d. United States—Russian relations; 1990 to the present e. United States—European relations: European Union (EU), NATO 	<ul style="list-style-type: none"> • Understand the role of the United States president as the nation’s highest elected leader • Recognize examples of social, political, economic, and international issues with which presidents can become involved • Recognize different circumstances under which presidents become involved with these social, political, economic and international issues • Identify important issues associated with recent presidents • Understand the role of presidential administration’s involvement with key issues/challenges <p>Please note: the content understandings that are covered and assessed in this section of the core curriculum is on all recent and current presidencies (1986-present), not just the Clinton Presidency.</p>

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex		More Complex	
Unit 7(B)	<p>The student will:</p> <ul style="list-style-type: none"> • identify the leader of a class or school (14101) • recognize the United States, Canada, and/or Mexico on a map or globe (14102) • recognize a domestic issue for the United States (14103) • utilize media to become aware of current events related to domestic issues (14104) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain how a person becomes president of the United States (14201) • identify the president of the United States (14202) • identify the duties and/or responsibilities of the president of the United States (14203) • construct a simple timeline of United States presidents and key issues (14204) • recognize a foreign issue for the United States (14205) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify the duties and responsibilities of the United States president (14301) • explain examples of domestic and/or foreign issues with which a president becomes involved (14302) • understand domestic and/or foreign concerns (14303) • investigate how presidential administrations have addressed domestic and/or foreign concerns (14304) • explain the outcome of a significant domestic and/or foreign concern in which presidential administrations have become involved (14305)

Please note: the content understandings that are covered and assessed in this section of the core curriculum is on all recent and current presidencies (1986-present), not just the Clinton Presidency.

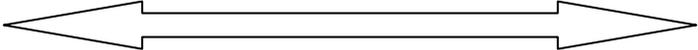
Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
 <p>Less Complex</p> <p>More Complex</p>	The student will recognize the United States within a variety of sources. (e.g., a map, globe, etc.)	<ul style="list-style-type: none"> Data chart documenting student success at recognizing United States using a variety of geographic reference sources
	The student will develop a timeline of recent presidents and the key issues associated with them. (e.g., Bill Clinton and the reduction of the national debt, H. W. Bush and the Persian Gulf War, etc.)	<ul style="list-style-type: none"> Student produced work or teacher recorded evidence documenting the student’s knowledge about recent presidencies and the key issues associated with them
	The student will tell about a domestic issue in which a president became involved. (e.g., Bill Clinton and health care)	<ul style="list-style-type: none"> Student produced work or teacher recorded evidence documenting the student’s knowledge about domestic issues in which presidents became involved

High School

Standard: 2-World History

Unit 5-Age of Revolution

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 108-109	<p>G. Economic and social revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution <ol style="list-style-type: none"> a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i> d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization <ol style="list-style-type: none"> 1) Utopian reform — Robert Owen 2) Legislative reform 3) Role of unions 4) Karl Marx and Friedrich Engels and command economies 5) Sadler Report and reform legislation 6) Parliamentary reforms— expansion of suffrage 7) Writers (Dickens and Zola) 8) Global migrations (19th century) 9) Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>) 3. Mass starvation in Ireland (1845-1850) <ol style="list-style-type: none"> a. Growth of Irish nationalism b. Global migration 	<ul style="list-style-type: none"> • Explain why the vast majority of people were directly involved with agriculture until the 1700s • Explore how advances in science, technology, and industry made farming easier and more productive • Discuss the effects of the Industrial Revolution: people moved from farms to cities, new jobs were created, and family life changed greatly • Summarize how society benefited as a result of the Industrial Revolution • Illustrate how society changed positively and negatively as a result of the Industrial Revolution

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for World History			
Less Complex		More Complex	
			
Unit 5	<p>The student will:</p> <ul style="list-style-type: none"> locate Britain on a map (21101) recognize work on farms (21102) recognize work done in cities and/or factories (21103) distinguish between products that are produced on farms and in factories (21104) identify one reason the growth of factories helped lead to the growth of cities (21105) explore the lifestyles and/or needs/wants of people during the Industrial Revolution (21106) 	<p>The student will:</p> <ul style="list-style-type: none"> state differences between work on farms and work in cities (21201) tell why the Industrial Revolution led to the rapid growth of cities (21202) explore what life was like for factory workers and/or their families living in cities during the Industrial Revolution (21203) list reasons that government began to pass laws to protect and help workers (21204) 	<p>The student will:</p> <ul style="list-style-type: none"> discuss why the ready supply of land, labor, and/or capital helped make Britain the birthplace of the Industrial Revolution (21301) explore why the Industrial Revolution caused cities to grow rapidly and/or how this growth both benefited and/or hurt society (21302) examine what life was like for factory workers and/or their families living in cities during the Industrial Revolution (21303) discuss the reform movements that began during the Industrial Revolution (21304)

Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div> <div style="margin-top: 10px;">More Complex</div> </div>	<p>The student will select pictures related to work on a farm. (e.g., corn fields, wheat fields, equipment being used, etc.)</p>	<ul style="list-style-type: none"> Sequenced captioned dated photos of student selecting pictures related to work on a farm
	<p>The student will tell how the Industrial Revolution led to the rapid growth of cities. (e.g., more jobs in factories, people moving to cities to be near their factory job, etc.)</p>	<ul style="list-style-type: none"> Student produced work or teacher collected evidence documenting the student’s understanding about how the Industrial Revolution spurred the growth of cities
	<p>The student will give an example of a technological advancement from the 18th or early 19th century and show how it contributed to the Industrial Revolution. (e.g., the steam engine and the ways it contributed to the Industrial Revolution)</p>	<ul style="list-style-type: none"> Student produced work or teacher collected evidence of student-selected pictures of a technological advance

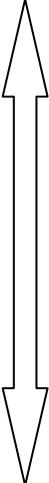
High School

Standard: 2-World History

Unit 8-Global Connections and Interactions

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 118-119	<p>A. Social and political patterns and change</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) <ol style="list-style-type: none"> a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration <ol style="list-style-type: none"> a. Urbanization b. Global migration <p>*Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <ol style="list-style-type: none"> 4. Modernization/tradition—finding a balance <ol style="list-style-type: none"> a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America 5. Scientific and technological advances <ol style="list-style-type: none"> a. Treatment of infectious diseases b. Improved standard of living 6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America) 7. Status of women and children <ol style="list-style-type: none"> a. Economic issues, e.g., child labor b. Social issues, e.g., abuse and access to education c. Political issues, e.g., participation in the political process 8. Ethnic and religious tensions: an analysis of multiple perspectives <ol style="list-style-type: none"> a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet f. Indonesia—East Timor 	<ul style="list-style-type: none"> • Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc) • Identify industrialized and developing nations • Discuss how ways of life differ among industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for World History			
Less Complex		More Complex	
←	←	→	→
Unit 8	<p>The student will:</p> <ul style="list-style-type: none"> locate one continent or country other than the United States on a map (22101) study images describing life in rural and/or urban areas other than the United States (22102) recognize that some countries are overpopulated (22103) identify one problem caused by migration (22104) explore the lifestyles, beliefs, traditions, rules and laws, and/or social, cultural needs and/or wants of people living in different parts of the world (22105) 	<p>The student will:</p> <ul style="list-style-type: none"> locate two continents or countries other than the United States on a map or globe (22201) distinguish between continents and/or countries (22202) identify cities on a map or globe other than ones in the United States (22203) using a variety of sources, determine the populations of major cities in and/or outside of the United States (22204) identify problems created by migrations (22205) examine how ways of life differ in rural and urban areas in a specific country other than the United States with special attention to technologies available, jobs, and/or transportation (22206) 	<p>The student will:</p> <ul style="list-style-type: none"> define what developed and/or developing countries are (22301) identify a developed country and/or a developing country (22302) explore how migration creates economic, social, and/or political problems in developing nations and/or regions (22303) investigate how developing nations are using advances in science and/or technology to address problems created by overpopulation (22304)

Sample Assessment Tasks		
Sample Assessment Tasks:		Possible Assessment Strategies and Datafolio Products
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div>	<p>The student will select pictures showing life in rural and urban areas in a country other than the United States. (e.g., India, France, etc.)</p>	<ul style="list-style-type: none"> Data chart documenting student’s performance when selecting pictures showing rural and urban life in a country other than the United States
	<p>The student will identify problems created by migration to a specific country such as Germany, France, the United States, etc. (e.g., urban poverty, ethnic/religious discrimination, etc.)</p>	<ul style="list-style-type: none"> Student produced list or teacher recorded evidence documenting student’s depth of understanding of problems created by migration in the country selected
	<p>The student will investigate how developing nations are using advances in science and technology to address problems created by overpopulation. (e.g., Green Revolution in Asia, China’s one child policy, etc.)</p>	<ul style="list-style-type: none"> Student produced work or teacher recorded evidence demonstrating the student’s understanding of how developing nations use advances in science and technology to address problems created by overpopulation