

Social Studies - Grade 11 Commencement Level Benchmarks

Standard 1: History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in history of the United States and New York <i>Key Idea1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</i>				
Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 131 Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. (Mastery)	Concepts/themes <ul style="list-style-type: none"> • culture • values • belief systems • change • diversity • identity 	<ul style="list-style-type: none"> • explore the meaning of the ideas, values, beliefs and traditions that unite Americans • recognize how ideas, values, beliefs, and traditions have changed over time • survey the changes of science and technology in American culture from colonial to the present and its impact on American's lives 	see units for specific vocabulary <ul style="list-style-type: none"> • nationalism • pluralism • segregation • suffrage 	<ul style="list-style-type: none"> • ELA, Art and CDOS – How have the lives and attitudes of Americans changed since the 1950s?
PI 132 Describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. (Mastery)	Concepts/themes <ul style="list-style-type: none"> • government • change • democracy • Absolutism, • power/authority • civic values • human rights 	<ul style="list-style-type: none"> • examine and compare the Declaration of Independence to NY State Constitution US Constitution, Bill of Rights • identify key figures and analyze their ideas within the Enlightenment, and framers of US Constitution • investigate the evolution of these key figures ideas and their pivotal role /application within the frameworks of the U. S. Government 	see units for specific vocabulary <ul style="list-style-type: none"> • Bill of rights • reform • Enlightenment • Social Contract • Great Awakening • Divine Right • Sovereignty • constitution 	<ul style="list-style-type: none"> • ELA, Art and CDOS – What are the values and ideals that we as Americans treasure and where do they come from?



Social Studies - Grade 11 Commencement Level Benchmarks

Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.				
Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 133 Discuss several schemes for periodizing the history of New York State and the United States. (Mastery)	Concepts/themes <ul style="list-style-type: none"> • identity • values • traditions • belief systems 	<ul style="list-style-type: none"> • identify a variety of ways to describe periods in New York and US history • discuss ways to use a variety of schemes, (e.g. create a timeline of periods; colonial, Revolution & Government, Nationalism & Growth, Civil War & Reconstruction, Industrialization & Progressive, Imperialism., WWI, 1920's, WWII., Cold War & Civil Rights, Modern Age, Jeffersonian, Jacksonian, Civil War & Reconstruction, Gilded Age, Progressive, Big business, Liberal, Conservative 	see units for specific vocabulary <ul style="list-style-type: none"> • Federalism • Liberal • Conservatism • Progressive • nationalism • Gilded Age • Cold War 	<ul style="list-style-type: none"> • ELA and CDOS – How can a scheme for periodizing US History be developed?
PI 134 Develop and test hypotheses about important events, eras, or issues in New York State and United States. (Mastery)	Concepts/themes	<ul style="list-style-type: none"> • make inferences to how events developed and their outcome • develop, a hypothesis, research, prove and evaluate different events or issues in United States History • establish criteria for judging and testing hypothesis 	see units for specific vocabulary	<ul style="list-style-type: none"> • ELA and CDOS – Did the US make the proper decision by dropping Atomic bombs on Hiroshima and Nagasaki?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 135 Compare and contrast the experiences of different groups in the United States. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • identity • civic values 	<ul style="list-style-type: none"> • identify and explain experiences of different groups • explain the contributions of each groups experiences • determine the results of the experiences and how it impacted history 	<p>see units for specific vocabulary</p>	<ul style="list-style-type: none"> • ELA – How do the experiences of Japanese, Mexican, Irish, Italian, Chinese, Puerto Rican, and Native-Americans compare?
<p>PI 136 Examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • government, power • constitutional • principals • foreign policy • civic values • presidential decisions and actions. 	<ul style="list-style-type: none"> • Examine the frameworks of the United States Government (3 branches of Govt., checks and balances) • Explain the roles of each branch of govt. and discuss the extent of their power • categorize and distinguish the arguments of the federalists and anti-federalists views on the ratification of the U. S. Constitution • explain the flexibility of the US Constitution • debate the extent to which the U. S. Constitution is flexible to meet times 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • Confederation • Bill of Rights • anti-federalists • amendment • preamble • delegated • loose construction • strict construction • electoral collage 	<ul style="list-style-type: none"> • ELA, LOTE and CDOS – How does the Constitution act as a unifying factor in bringing together Americans of diverse cultural roots?
<p>PI 137 Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • Foreign policy • economic systems • constitutional principals • change • power • Nation-State 	<ul style="list-style-type: none"> • evaluate the role of the United States Govt. In foreign affairs • explain the idea of isolationism and intervention • discuss how the ideas of internationalist ideas lead to the development of the foreign policies 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • international • United Nations • NATO 	<ul style="list-style-type: none"> • ELA and CDOS – How willing is the US to engage in international policies?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 138 Compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • Foreign policy • economic systems • constitutional principals • change • power • Nation-State 	<ul style="list-style-type: none"> • examine the values exhibited in foreign policies implemented by the United States • examine the differences between the United States and other nations and the values exhibited within the polices, both stated and implied • discuss the ideas within the United Nations Charter and the stated international laws • examine the differences and similarities between the US, other nations and the United Nations Charter 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • police force of the world • annexation • collective security. 	<ul style="list-style-type: none"> • ELA and CDOS – How did foreign policies influence our action in WWII?
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Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 139 Compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • culture • diversity • empathy • identity 	<ul style="list-style-type: none"> • investigate how the experiences of different ethnic groups contributed to the development of American Society and culture • explain the impact each ethnic group had on the shaping American Society and culture 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • reservation • ethnocentrism • abolitionist • manifest destiny • racism • underground railroad 	<ul style="list-style-type: none"> • ELA, Art and CDOS – What do you know about yourself and others and how are you the same or different?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 140 Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States). (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • movement of people and goods • institutions • diversity • reform movement • change • civic values • places • regions • technology • culture 	<ul style="list-style-type: none"> • research and Evaluate major themes and developments in NYS & US History • draw up historical documents, selections and accounts to analyze 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • immigration • underground rail road • tenements • abolitionists • urbanization • assimilation • slave Act, • Ellis Island 	<ul style="list-style-type: none"> • ELA and CDOS – What are the four major themes (obstacles) immigrants faced when they came to the US?
<p>PI 141 Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • movement of people and goods • institutions • diversity • reform movement • change • civic values • places • regions • technology • culture 	<ul style="list-style-type: none"> • research important social, political, economic, scientific, technological and cultural developments or issues in NYS & US History • analyze the developments of these issues <ul style="list-style-type: none"> • write an essay or prepare an oral report about the developments or issues that were researched 	<p>see units for specific vocabulary</p>	<ul style="list-style-type: none"> • ELA and CDOS – What were the connections between Industrialization and the Progressive Era?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 142 Understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • human rights • diversity • culture • change • civic values • individuals • groups and institutions • culture & intellectual 	<ul style="list-style-type: none"> • examine the interrelationships between world events and in NYS & US History. (e.g. immigration, world depression, WWI & WWII, Holocaust) • recognize the impact world events had on the US 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • globalization 	<ul style="list-style-type: none"> • ELA and CDOS – How did a decision you were forced to make effect how you felt? • ELA – What were your reactions to the events of September 11th, 2001?
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Social Studies - Grade 11 Commencement Level Benchmarks

.Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 143 Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author’s perspectives. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • historical analysis 	<ul style="list-style-type: none"> • research historical narratives • interpret historical documents • recognize facts from opinions, and determine bias from non bias perspectives 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • primary source • secondary source • bias 	<ul style="list-style-type: none"> • ELA and CDOS – Do historical novels correctly reflect history and its events?
<p>PI 144 Consider different historians analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • historical analysis 	<ul style="list-style-type: none"> • compare and contrast different historians perspectives • critically analyze historical interpretations to determine if bias is evident • synthesize different historians analysis of the same event or development 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • bias • revisionism 	<ul style="list-style-type: none"> • ELA and CDOS – How and why do different groups interpret history differently?
<p>PI 145 Evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • historical analysis 	<ul style="list-style-type: none"> • critique the validity and credibility of historical interpretations using their research papers/projects on topics chosen from • critique research sources gathered from internet 	<p>see units for specific vocabulary</p>	<ul style="list-style-type: none"> • ELA, SCI and CDOS – Were Hiroshima and Nagasaki necessary?



Social Studies - Grade 11 Commencement Level Benchmarks

Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
Key Idea 1: *The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.*

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 148 Analyze historic events from around the world by examining accounts written from different perspectives. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • change • cultures • civilizations • historical analysis 	<ul style="list-style-type: none"> • evaluate primary source documents such as letters, diaries, documents writings from historians and philosophers, from various perspectives and vantage points. (e.g. views on Imperialism; WWI& WWII, Cold War) 	<ul style="list-style-type: none"> • primary source • secondary source • perspective • bias 	<ul style="list-style-type: none"> • ELA and CDOS – How did the world view the actions of the US during the Gulf War?
<p>PI 149 Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • turning point • change • global interaction • identity • political systems • power • nationalism 	<ul style="list-style-type: none"> • examine important events and developments in world history as they relate to United States History • hypothesize what might have happened if decisions or circumstances were different • investigate development and turning points such as: (Rise and fall of Communism; Rise and fall of European colonies) 	<ul style="list-style-type: none"> • culture • interaction • nationalism • turning point 	<ul style="list-style-type: none"> • ELA – How might the world have been different if the policy of Appeasement had not been followed prior to WWII? • How might the Cold War have been different if the US had not supported so many dictators throughout the world?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 150 Analyze changing and competing interpretations of issues, events, and developments throughout world history. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • cultural • intellectual life • historical analysis 	<ul style="list-style-type: none"> • judge various important events in world history as interpreted through American eyes • detect and evaluate bias on perspectives of World events as it relates to the United States • consider how facts are presented from the American points of view 	<ul style="list-style-type: none"> • perspective • fact • opinion. 	<ul style="list-style-type: none"> • ELA and Art – What ended the “Cold War”?
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Social Studies - Grade 11 Commencement Level Benchmarks

Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 151 Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> time 	<ul style="list-style-type: none"> analyze multi-tier time line of events to determine the developments of each event compare and contrast the developments of past and present events make inferences of future events as a result of past and future events 	<p>See units for specific vocabulary</p>	<ul style="list-style-type: none"> ELA – How does US immigration policy change to reflect the health of the US economy?
<p>PI 152 Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> time and place 	<ul style="list-style-type: none"> examine various models for periodizing events from world history <ul style="list-style-type: none"> examine the development of the major civilizations and the history of other cultures through out the world explain the underlying principles for these models and make a case for why others might want to periodize events differently. (e.g. why does 17th & 18th century France fit into the Age of Reason, Age of Revolutions, and the period of Industrialization and colonization?) 	<ul style="list-style-type: none"> periodization time/place sequence model 	<ul style="list-style-type: none"> What role did the Enlightenment play in the American Revolution?
<p>PI 153 Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> time and place 	<ul style="list-style-type: none"> analyze evidence such as historical narratives biographies or stones to recognize how attitudes, beliefs, change over time (e.g. the status of women in traditional China compared with Communist China) 	<ul style="list-style-type: none"> status social mobility. 	<ul style="list-style-type: none"> ELA – What influences your decision to change your opinion?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 154 Explain the importance of analyzing narrative drawn from different times and places to understand historical events. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • change 	<ul style="list-style-type: none"> • select an important event from World history and follow it over time to determine it's consequences and trace it backward to identify its causes. (e.g. Britain/ Glorious Revolution, caused by Magna Carta • examine different narratives drawn from different time periods and places to understand historical events • determine how different narratives increases understandings about the different events from different places 	<ul style="list-style-type: none"> • historical perspective 	<ul style="list-style-type: none"> • EL A – Who caused the Haymarket Riot?
<p>PI 155 Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • time and place • change • culture • human rights • turning points 	<ul style="list-style-type: none"> • analyze the turning points that caused change in the political, social, economic structure of societies and the effects of these changes on society. (e.g. changes brought about Industrialization and the use of technology, changes in women, children, common man and desire for rights (social mobility) led to urbanization, Imperialism, pollution) 	<ul style="list-style-type: none"> • turning points 	<ul style="list-style-type: none"> • ELA, Art and CDOS – In what way was the 1930s Great Depression and New Deal a major change in US economic life?



Social Studies - Grade 11 Commencement Level Benchmarks

Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
Key Idea 3: Study of the major, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 156 Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • empathy • power • human rights • political systems 	<ul style="list-style-type: none"> • identify key individuals that have effected and contributed to social, political, economic, cultural, religious practices and activities <ul style="list-style-type: none"> • describe the impact particular individuals (world leaders, scientists) had on United States history 	<ul style="list-style-type: none"> • totalitarianism • human rights 	<ul style="list-style-type: none"> • ELA, Art and CDOS – In what ways can individuals change/influence history?
<p>PI 157 Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • culture • change • interaction • trade • cultural diffusion. 	<ul style="list-style-type: none"> • consider how cultures from different geographic regions through out the world had an impact on US History and contributed to US foreign policy (Africa, M.E., E. Europe, W. Europe, former Soviet Union, China, and how this interaction affected their social, political and economic lives) • consider how increased trade, humanitarian or political relations between various nations and the United States has brought changes in traditional societies 	<ul style="list-style-type: none"> • cultural diffusion, • Westernization, • globalization 	<ul style="list-style-type: none"> • ELA – What world events led to an increased immigration of Africans (or Arabs, Europeans, Asians, Latin Americans) to the US?
<p>PI 158 Examine the social, cultural, political, economic, and religious norms and values of Western and other world cultures. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • diversity • culture • identity. • religious beliefs 	<ul style="list-style-type: none"> • consider the social, cultural, political, economic and religious norms and values of Western and other world cultures has contributed to the development of US foreign and economic relations 	<ul style="list-style-type: none"> • trade embargo • humanitarian aid • interdependence • allies 	<ul style="list-style-type: none"> • ELA and CDOS – Why were nativists so fearful of foreign immigrants?



Social Studies - Grade 11 Commencement Level Benchmarks

Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 159 Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> historical analysis 	<ul style="list-style-type: none"> examine historical problems that evolved between various nations and the United States analyze multiple perspectives and interpretations of important and global topics. (e.g. what would have been the possible outcomes of Germany winning WWII) employ research tools such as the internet, primary sources, books, magazines etc. to examine and analyze topics 	<ul style="list-style-type: none"> hypothesis generalization fact opinion bias scientific method inferences 	<ul style="list-style-type: none"> ELA and CDOS – What historical problem in the US must my generation try to solve?
<p>PI 160 Interpret and analyze documents and artifacts related to significant developments and events in world history. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> historical analysis 	<ul style="list-style-type: none"> interpret and analyze historical documents and artifacts that offers various perspectives of historical events analyze primary source documents and artifacts and recognize the varying perspectives and intended audiences. (e.g. propaganda during the World Wars and the Cold War) draw conclusions on how different perspectives contribute to United States perspectives 	<ul style="list-style-type: none"> primary and secondary sources documents narratives artifacts diaries interpret classify 	<ul style="list-style-type: none"> ELA and Tech- What role do documents and artifacts play in interpreting historical events?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 161 Plan and organize historical research projects related to regional or global interdependence. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • interdependence 	<ul style="list-style-type: none"> • identify topics related to current regional and global interdependence • identify various types of research projects • determine what type of research project is appropriate • employ research tools like the use of the internet, books, periodicals, and distinguish between valid and questionable sources 	<p>See specific units for vocabulary</p>	<ul style="list-style-type: none"> • ELA, Art and Tech- What valuable information can be ascertained from doing a research project?
<p>PI 162 Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • Historical analysis 	<ul style="list-style-type: none"> • consider multiple perspective interpreting past events and describe how different values, frames of reference, beliefs and motives influence interpretations of topics and issues as they relate to the United States • analyze different historical events, their causes, developments, changes and effects from political, economic and social contexts • determine whether documents and perspectives present bias or distortion of facts, propaganda, omission, or suppression of facts 	<ul style="list-style-type: none"> • classify • political • economic • social • cultural • credibility • reliability • validity • authority • authentic • relevant • irrelevant • suppression • omission • propaganda • distortion • bias • fact • opinion 	<ul style="list-style-type: none"> • ELA- How can data be misinterpreted? • Why is data often distorted?



Social Studies - Grade 11 Commencement Level Benchmarks

Standard 3: Geography: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including distribution of people, places, and environment over the Earth’s surface

Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 163 Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. (Mastery)	Concepts/themes <ul style="list-style-type: none"> • uses of geography 	<ul style="list-style-type: none"> • identify the elements and information necessary to develop and use maps • examine maps and other graphic representations that display US geographic issues, problems and questions • analyze maps that display geographic issues, problems and questions • use maps to analyze and determine geographic issues and problems • draw conclusions about the geographic issues and consider what it would be like if the issues did not exist 	<ul style="list-style-type: none"> • political map • population density • climatic map • topographical map 	<ul style="list-style-type: none"> • ELA- What were the differences between the geography before and after the expansion of imperialism?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 164 Describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • places and regions • physical systems • human systems • environment and society • the uses of geography 	<ul style="list-style-type: none"> • examine the physical characteristics of the United States • evaluate how the reshaping of the United States physical features occurs as a result of human activities (Industrial Revolution, and technology) • distinguish the effects of human activities and processes on the physical features of the United States 	<ul style="list-style-type: none"> • topography • erosion 	<ul style="list-style-type: none"> • SCI and CDOS- How does the earth's surface change?
<p>PI 165 Investigate the characteristics, distribution, and migration of human populations on the Earth's surface. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • places and regions • physical systems • human systems • environment and society • the uses of geography 	<ul style="list-style-type: none"> • explain map patterns of migration caused by geographical, cultural, political, economic, and social factors. (e.g. trace northern migration patterns of Mexicans) 	<ul style="list-style-type: none"> • migration 	<ul style="list-style-type: none"> • Tech- How have human populations spread on the earth's surface?
<p>PI 166 Understand the development and interactions of social, cultural, political, economic, and religious systems in different regions of the world. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • political systems • economic systems • culture • belief systems • people and places • places and regions 	<ul style="list-style-type: none"> • examine the circumstances that lead to the development of social, economic, political and religious systems in different regions of the United States • use a variety of maps, charts, and graphs to analyze the development and interactions of social, cultural political, economic systems in different regions of the United States 	<ul style="list-style-type: none"> • place • region • religious systems 	<ul style="list-style-type: none"> • ELA- What effects did immigrants have on social, cultural, political, economic and/ or religion systems in the US?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 167 Analyze how the forces of cooperation and conflict among people influences the division and control of the Earth’s surface. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • conflict • needs and wants • physical systems • environment and society • the uses of geography • places and regions 	<ul style="list-style-type: none"> • identify conflicts among people through out history and how it contributed to the division and control of land (e.g. the Native American Treaties) • determine the sequential circumstances that lead to conflict <ul style="list-style-type: none"> • examine the effects of division and control of the United States land as a result of the forces of cooperation and conflict among people 	<ul style="list-style-type: none"> • conflict • political map • imperialism 	<ul style="list-style-type: none"> • ELA- How did the frontier expansion effect native Americans?
<p>PI 168 Explain how technological change affects people, places, and regions. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • places and regions • physical systems • human systems • environment and society • the uses of geography • change • technology • scarcity 	<ul style="list-style-type: none"> • give examples of the technological changes that have taken place that impacted people and the places where they live • analyze the positive and negative affects technological change has had on people, places, and regions <ul style="list-style-type: none"> • describe how technological changes impacted people places and regions in the United States 	<ul style="list-style-type: none"> • technology <ul style="list-style-type: none"> • technological change • scarcity. 	<ul style="list-style-type: none"> • ELA and Art- What role has technology played in America’s growth and development?

Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.



Social Studies - Grade 11 Commencement Level Benchmarks

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 169 Plan, organize, and present geographic research projects. (Mastery)	Concepts/themes <ul style="list-style-type: none"> scientific method 	<ul style="list-style-type: none"> identify topics that raise geographic issues to plan and organize a research project determine what resources to use to plan and organize geographic research project develop a plan for a geographic research project using graphs, maps, and charts to present a project 	<ul style="list-style-type: none"> political map cultural map bar graph pie chart. 	<ul style="list-style-type: none"> ELA- How has geography affected human history?
PI 170 Locate and gather geographic information from a variety of primary and secondary sources. (Mastery)	Concepts/themes <ul style="list-style-type: none"> uses of geography technology 	<ul style="list-style-type: none"> use of technology / internet, atlas, and other research sources to gather geographic information. discover primary and secondary sources of geographic information 	see specific units for vocabulary	<ul style="list-style-type: none"> ELA and Tech- How did geography influence events in US history?
PI 171 Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. (Mastery)	Concepts/themes	<ul style="list-style-type: none"> identify the various designs of representations of geographic information, pie charts, graphs, maps, tables, and diagrams determine which design is appropriate to relate geographic information <ul style="list-style-type: none"> create graphic examples to represent geographic information 	<ul style="list-style-type: none"> topographical map climatic map 	<ul style="list-style-type: none"> SCI- How can we present geographic information in different ways?
PI 172 Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. (Mastery)	Concepts/themes	<ul style="list-style-type: none"> interpret map, photographs, and other geographic representations to make inferences examine maps for information to draw conclusions compare and contrast various maps and information presented to make inferences and draw conclusions 	<ul style="list-style-type: none"> hypothesis 	<ul style="list-style-type: none"> ELA- How did the quest for natural resources lead to the distribution of people throughout the US?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 173 Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • geographic inquiry • uses of geography 	<ul style="list-style-type: none"> • produce generalizations from representation of geographic information. • test generalizations to develop analytical questions • draw conclusions based on analysis of geographic information. • discriminate between valid and invalid information • predict what might happen in the future (e.g. environmental disasters and trace it's impact on the immediate area such as Three Mile Island, Chernobyl or Bhopal) 	<ul style="list-style-type: none"> • ozone layer • nuclear reactor • drought • dust bowl 	<ul style="list-style-type: none"> • ELA- What possible predictions for the future can be made or assumed based on the impact of natural or man made disasters?
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Social Studies - Grade 11 Commencement Level Benchmarks

Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and non market mechanisms.

Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and interdependence of economies and economic systems throughout the world.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 174 Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • identify economic concepts of various economic systems and compare with the United States • compare and contrast various economic systems and how they make decisions to satisfy basic needs and wants and the impact it had on the United States • determine how various societies utilize scarce resources to determine what is to be produced, how much, and for whom 	<p>Vocabulary</p> <ul style="list-style-type: none"> • command economy • capitalism • free market • traditional economy • supply & demand • tariffs 	<ul style="list-style-type: none"> • ELA – How do societies meet their basic needs and wants?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 175 Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • describe how various economic systems makes economic decisions • give several examples of how various economic systems have helped or hindered the development of their society and have met the basic needs • compare and contrast how various economic systems have helped or hindered the development of the United States 	<p>Vocabulary</p> <ul style="list-style-type: none"> • consumer • producer • worker • investor • capitalist, • manufacturer • entrepreneur • proprietor • monopoly • philanthropists • interdependence • market share • trade • trade offs 	<ul style="list-style-type: none"> • ELA – What are the factors and mechanisms that shape economies around the world?
<p>PI 176 Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • explain how scarcity is significant in determining how nations make economic decisions and policies that are beneficial and whether or not these policies had an impact on the United States • give an example of how scarcity led and/or leads to US policy decisions and how it affected/affects the development of the US 	<p>Vocabulary</p> <ul style="list-style-type: none"> • scarcity • opportunity costs • embargo 	<ul style="list-style-type: none"> • ELA and Tech – How do OPEC’s policies affect American economic decision-makers?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 177 Describe the ideas, principles, structure, practices, accomplishments, and problems related to the United States economic system. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • identify and explain the ideas, principles and practices of the United States economic system • explain how the accomplishments and problems related to the United States economic system has impacted students own lives • understand how the role and use of money and credit has changed over time • investigate one or more current economic issues in the United State, including their historical antecedents; issues may include, but are not limited to: impact of fiscal policy, the role of Federal Reserve monetary policy, the national debate, defense spending, foreign aid, affirmative action, and economic security 	<p>Vocabulary</p> <ul style="list-style-type: none"> • ATM machines • credit cards • electronic banking • internet transfers • stock trades • consumer • producer • worker • investor • capitalist, • manufacturer • entrepreneur • proprietor • monopoly • philanthropists • interdependence • market share • trade • trade offs 	<ul style="list-style-type: none"> • ELA – Explain how the US economy has adapted to historical circumstances.
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Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 178 Compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • compare and contrast the various economic systems in the world to the economic system of the United States • distinguish the positive and negative advantages of various economic systems • analyze how traditional, command, market and mixed economies would address the following issues; health care, price supports for farmers, aid to education and environmental controls of industries 	<p>Vocabulary</p> <ul style="list-style-type: none"> • market economy, • command economy • socialist economy, • mixed economy • consumer • producer • worker • investor • capitalist • manufacturer • entrepreneur • proprietor • monopoly • philanthropists • interdependence • market share • trade • trade offs 	<ul style="list-style-type: none"> • Math – What personal need influenced your last purchase at the store, restaurant, mall or from the internet?
<p>PI 179 Explain how economic decision making has become global as a result of an interdependent world economy. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • identify and give examples of global economic issues and how they have an impact on the US (e.g. the US contributions to the World Bank and developing countries, the rise and fall of Japan’s economy and trade, the Euro, NAFTA, and the attack on the World Trade Center) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • consumer • producer • worker • investor • capitalist, • manufacturer • entrepreneur • proprietor • monopoly • philanthropists • interdependence • market share • trade • trade-offs 	<ul style="list-style-type: none"> • ELA – How do economic events in different regions of the world affect the US economy?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 180 Understand the roles in the economic system of consumers, producers, workers, investors, and voters. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • scarcity • economy • technology • interdependence • factors of production 	<ul style="list-style-type: none"> • determine how each role is significant in determining what is produced, how much is produced, and for whom it is produced • explain how each role is factored into economic decisions and government policies • compare and contrast the United States ways of determining what is produced, how much, and for whom with other nations through out history 	<p>Vocabulary</p> <ul style="list-style-type: none"> • consumer • producer • worker • investor • capitalist, • manufacturer • entrepreneur • proprietor • monopoly • philanthropists • interdependence • market share • trade • trade offs 	<ul style="list-style-type: none"> • ELA – What role does the individual play in the US economy or in economic decision-making?
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Social Studies - Grade 11 Commencement Level Benchmarks

Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and non market mechanisms.

Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 181 Identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources. (Introduced)</p>	<p>Concepts /themes</p> <ul style="list-style-type: none"> • scarcity • supply and demand • technology • production • decision making • economic system 	<ul style="list-style-type: none"> • determine where to locate economic information and what resources and standard references can be used to gather information • select a variety of references and sources to analyze information 	<p>Vocabulary</p> <ul style="list-style-type: none"> • primary and secondary sources • stock market • bonds (ie War, Treasury, Municipal) 	<ul style="list-style-type: none"> • ELA and Tech – How do you find economic information?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 182 Use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems. (Introduced)</p>	<p>Concepts /themes</p> <ul style="list-style-type: none"> • scarcity • supply and demand • technology • production • decision making • economic systems 	<ul style="list-style-type: none"> • analyze economic information to trends in history • make inferences to determine relationships between various elements of an economic system • organize and categorize information in a web diagram or synthesis chart • design and label charts, tables and graphs • raise questions as a result of interpreting data in charts, tables, graphs and diagrams • examine charts, tables and graphs and draw conclusions about economic issues and problems. (e.g. charts on production during the eve of the stock market crash and depression, unemployment trends vs. employment trends as a result of economic policy) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • recession • depression • panic • boom • bust • war economy • rationing 	<ul style="list-style-type: none"> • ELA & Tech – What evidence or economic indicators demonstrate trends in US economic history?
<p>PI 183 Apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position. (Introduced)</p>	<p>Concepts /themes</p> <ul style="list-style-type: none"> • scarcity • supply and demand • technology • production • decision making • economic systems 	<ul style="list-style-type: none"> • investigate economic issues and identify the circumstances that lead to the problems • create a hypothesis that focuses on outcomes of a solution to basic economic problems or issues • predict the outcome of possible alternative solutions to the problem or issues • analyze selected data and historical trends • make decision on the best solution to the problems. (e.g. what role should the government take to manage the economy during recessions, inflation) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • hypothesis 	<ul style="list-style-type: none"> • ELA – How do you develop policies that will solve economic problems?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 184 Present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations. (Introduced)</p>	<p>Concepts /themes</p> <ul style="list-style-type: none"> • scarcity • supply and demand • technology • production • decision making • economy 	<ul style="list-style-type: none"> • produce diagrams, charts, tables, graphs to present information • prepare an oral or research report that summarizes the findings and evaluates the effectiveness of the solutions to these problems, conflicts, conditions • defend a position using your findings from a variety of representations in an oral, written or computer presentation 	<p>See units for specific vocabulary</p>	<ul style="list-style-type: none"> • ELA and Tech – How do you present economic information in various forms?
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Standard 5: Civics, Citizenship, and Government: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purpose of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 185 Analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • Human rights • Government 	<ul style="list-style-type: none"> • determine the civic values of the US and civic values of United Nations or NATO and how these values affect human rights and human needs by (e.g. role playing United Nations General Assembly meeting on the topic of population explosion) • describe the evolution of constitutional democracies in relation to developments of historical events across time and place 	<p>Vocabulary</p> <ul style="list-style-type: none"> • totalitarianism • democracy • Amnesty International • United Nations Declaration of Human Rights 	<ul style="list-style-type: none"> • ELA – How do the values of individual societies determine a nation’s definition of human rights?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 186 Consider the nature and evolution of constitutional democracies throughout the world. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • Government • Democracy • Change 	<ul style="list-style-type: none"> • examine the nature and evolution of constitutional democracies in relation to developments and outcomes of historical events throughout the world • analyze the development by determining the rise of constitutional democracies across the world 	<p>Vocabulary</p> <ul style="list-style-type: none"> • constitutional democracy • parliamentary democracy • sovereignty 	<ul style="list-style-type: none"> • ELA – What caused democracies to evolve over time?
<p>PI 187 Compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • citizenship • civic values • power /authority • government • identify various political systems 	<ul style="list-style-type: none"> • describe the ideology, structure and function of each institution • determine characteristics of citizenship roles and explain how this related to political culture • construct synthesis diagrams to compare various political systems with the United States <ul style="list-style-type: none"> • evaluate the advantages and disadvantages of each political system 	<p>See units for specific vocabulary</p> <ul style="list-style-type: none"> • government • citizenship • values • beliefs • democracy • totalitarian • Prime Minister • Parliament • President • civic duties 	<ul style="list-style-type: none"> • ELA- How is the political system of the U.S. similar and/ or different from other nations ?
<p>PI 188 Identify and analyze advantages and disadvantages of various governmental systems. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • citizenship • civic values • power /authority • government • identify various political systems 	<ul style="list-style-type: none"> • examine the advantages and disadvantages of various governmental systems • compare and contrast various governmental systems 	<p>Vocabulary</p> <ul style="list-style-type: none"> • constitutional monarchy • communism • totalitarianism • dictatorship • democracy • republic • religious fundamentalism 	<ul style="list-style-type: none"> • ELA- Why do certain types of governments seem to be best suited for certain groups of people?



Social Studies - Grade 11 Commencement Level Benchmarks

Key Idea 2: The state and federal governments established by the Constitutions of the United States and New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 189 Trace the evolution of American values, beliefs, and institutions. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • government • civic values • beliefs • power 	<ul style="list-style-type: none"> • examine historical documents and examine civic values through each document • determine how American values, beliefs, and institutions were significant in the developments and outcomes of American history • create a timeline of events from the colonial period to the framing of the constitution 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • Human Rights • constitution • democracy • civic values • Federalism • compromise • sovereignty 	<ul style="list-style-type: none"> • ELA- How have American values developed or changed over time?
<p>PI 190 Analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world. (Mastery)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • government • civic values • beliefs • power • political systems • human rights • citizenship • identity 	<ul style="list-style-type: none"> • analyze documents such as the US Constitution and the United Nations Universal Declaration of Human Rights and determine current instances where rights have been upheld or violated 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • Human Rights • constitution • democracy • civic values • Federalism • compromise • sovereignty 	<ul style="list-style-type: none"> • ELA- How does reality differ from ideals based on human rights?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 192 Compare and contrast the Constitutions of the United States and New York State. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • government • civic values • beliefs • power • political systems 	<ul style="list-style-type: none"> • examine the United States and New York State Constitutions • determine the differences and similarities between them with regard to power and principles (e.g. delegated powers, reserved powers, concurrent power, and principles) 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • Human Rights • constitution • democracy • civic values • Federalism • compromise • sovereignty 	<ul style="list-style-type: none"> • ELA- What are the major similarities and differences between the U.S. and New York State Constitutions?
<p>PI 193 Understand the dynamic relationship between federalism and states rights. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • government • civic values • beliefs • power • political systems 	<ul style="list-style-type: none"> • distinguish which powers are shared, concurrent or reserved to federal or state governments • analyze the relationship between federalism and states rights by investigating issues such as slavery, education, health care, welfare, terrorism etc 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • constitution • democracy • civic values • Federalism • compromise • sovereignty 	<ul style="list-style-type: none"> • ELA- How do historical circumstances affect the changing relationship between the power of the states and the power of the federal government?

Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.



Social Studies - Grade 11 Commencement Level Benchmarks

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 194 Understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of ones actions. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • citizenship • justice • civics • democracy • government 	<ul style="list-style-type: none"> • outline how one becomes a citizen • identify and examine the rights and responsibilities of citizenship • determine the consequences of one’s actions when accepting your responsibility as a citizen 	<p>Vocabulary</p> <ul style="list-style-type: none"> • civic values • tolerance 	<ul style="list-style-type: none"> • ELA- What are the duties that come with being a citizen?
<p>PI 195 Analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • citizenship • justice • civics • democracy • government 	<ul style="list-style-type: none"> • identify local, state and national issues • identify the causes of issues and the problems associated with each issue • determine if the issue is a local, state or national issue • use the decision making process to discuss possible solutions • identify process of addressing issues 	<p>Vocabulary</p> <ul style="list-style-type: none"> • concurrent powers • reserved powers • delegated powers 	<ul style="list-style-type: none"> • ELA- How can a citizen have an influence on the local, state and national level?
<p>PI 196 Describe how citizen is defined by the Constitution and important laws. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • citizenship • justice • civics • democracy • government 	<ul style="list-style-type: none"> • examine the Constitution and various laws to identify how citizenship is defined • explain what citizenship means within the context of the Constitution and identify the important laws that relate to citizenship 	<p>Vocabulary</p> <ul style="list-style-type: none"> • citizen • immigrant • native born • illegal alien • green card 	<ul style="list-style-type: none"> • ELA- What are the criteria for being a citizen?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 197 Explore how citizens influence public policy in a representative democracy. (Introduced)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • citizenship • justice • civics • democracy • government 	<ul style="list-style-type: none"> • define lobbyists, political action committees, special interest groups • investigate the role of lobbyists, political action committees, special interest groups in the development of public policy • examine the roles of each and their influence within the process of a current bill being debated in congress 	<p>see units for specific vocabulary</p> <ul style="list-style-type: none"> • general welfare • citizenship • civics • voter registration • conflict resolution • peer mediation • Lobbyists • PACS • special interest groups 	<ul style="list-style-type: none"> • ELA- How can a citizen have an impact on public policy?
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Social Studies - Grade 11 Commencement Level Benchmarks

Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 198 Participate as informed citizens in the political justice system and processes of the United States, including voting. (Introduced)	Concepts and Themes <ul style="list-style-type: none"> • citizenship • human rights • identity 	<ul style="list-style-type: none"> • identify ways citizens become informed in the political justice system and in the processes of the United States • analyze information that pertains to citizens and making informed decisions • demonstrate how citizens participate as an informed citizen (e.g. mock trial or role playing of a current/historical event) 	Vocabulary <ul style="list-style-type: none"> • criminal justice • jury duty • grand jury 	<ul style="list-style-type: none"> • ELA- What is the importance of citizens being informed, so that they can participate in the political justice system?
PI 199 Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. (Introduced)	Concepts and Themes <ul style="list-style-type: none"> • citizenship • human rights • identity 	<ul style="list-style-type: none"> • critically analyze Supreme Court cases to determine how fundamental values and principles reflect the spirit and intent of the Constitution • explain how fundamental principles and values are embedded within the cases and the decisions of court cases (e.g. separation of church and state, <i>Marbury v. Madison</i>, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) 	Vocabulary <ul style="list-style-type: none"> • fundamental • Bill of Rights 	<ul style="list-style-type: none"> • ELA- Do Supreme Court decisions reflect fundamental American values and principles?
PI 200 Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs. (Introduced)	Concepts and Themes <ul style="list-style-type: none"> • citizenship • human rights • identity 	<ul style="list-style-type: none"> • assess the ethical and political implications in current public affairs • identify advantages and disadvantages of participation in public affairs • identify the extent of participation in public affairs 	Vocabulary <ul style="list-style-type: none"> • ethics 	<ul style="list-style-type: none"> • ELA- What are the effects of current affairs on participation in government?



Social Studies - Grade 11 Commencement Level Benchmarks

<p>PI 201 Consider the need to respect the rights of others, to respect others points of view. (Introduced)</p>	<p style="text-align: center;">Concepts and Themes</p> <ul style="list-style-type: none"> • citizenship • human rights • identity 	<ul style="list-style-type: none"> • understand that all citizens have rights to express their points of view regardless if you agree with them or not • explain the importance for respecting others points of view 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • tolerance • human rights 	<ul style="list-style-type: none"> • ELA- Why does the majority need to respect the rights of the minority in a democracy?
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