

New York State Learning Standards Social Studies Grades 9-12

Correlation
with



PASS

PORTABLE ASSISTED STUDY SEQUENCE

U.S. History & U.S. Government

New York State Learning Standards
Social Studies Grades 9-12
Correlation with
PASS U.S. History & U.S. Government

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New York State Learning Standards
Social Studies Grades 9-12
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PASS U.S. History & PASS U.S. Government
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WHAT IS PASS?

PASS (Portable Assisted Study Sequence) is a nationally recognized program offering mobile secondary students, and others deserving special consideration, an alternative means of earning full or partial academic course credits or building educational skills.

PASS RATIONALE

With PASS, a student works semi-independently with the assistance of a mentor/instructor who meets or is in contact with the student on a regular basis. The curriculum consists of learner-centered materials developed specifically for PASS which include current teaching strategies to assist the learner. Students can undertake courses at their own pace.

Each semester packet consists of five study units complete with unit tests; a student needing only partial credit for a semester course, or who is seeking a way to strengthen specific skills, can complete only the units necessary instead of the entire course. Each unit equals approximately twelve to eighteen hours of instruction. If a student successfully completes an entire semester packet, he/she is eligible for ½ high school course credit. Each PASS semester course includes all necessary materials for course completion. With the cooperation of school counselors and administrators, a student can begin a course in one location and complete it in another.

PASS AND NYS STANDARDS

Courses developed by the National PASS Center (NPC) have been created in alignment with the most current academic standards of several states, specifically California, Florida, and Texas, along with others that underwrite this additional consideration.

While some state standards are rather broad and general in nature (i.e. California), others are highly detailed and specific (i.e., Texas). These differences have lent themselves to the production of courses that address a wide-ranging blend and balance of academic requirements, resulting in materials that are especially rich and comprehensive in nature. Consequently, when correlations have been done with other states than those considered in the initial curriculum development, the NPC has found few instances of standards that were not already covered within the courses in question, as is the case with New York.

In preparing to provide a correlation of current PASS courses with New York State Academic Standards, a variety of formats and versions of those standards were discovered on the Internet. For the purpose of this correlation, the New York State Academic Standards employed are those found at the following web site:

www.emsc.nysed.gov/ciai/ela/pub/ccels.pdf

The NYS ELA standards for Grades 9–12 are reproduced in this booklet, the only change being the addition of numbers and lettering to the various sections and subcategories for easier reference in the correlation of standards provided for the various individual units.

NPC Offerings

The following courses and materials have been developed by the National PASS Center (NPC) and are available through your State PASS Contact person or, where indicated, on the NPC web site: www.migrant.net/pass

Language Arts

English I-IV A/B – full, secondary-level Language Arts curriculum for all four years; each semester requires a supplemental drama and novel text.

Creative Writing – one semester course.

Generic Novel – can be used with any novel as an alternative for novel units in English I-IV A/B.

Style and Usage Guide – supplementary piece for English III. This handy tool with grammar and usage exercises can be downloaded from the NPC web site.

New York State Learning Standards Language Arts Grades 9-12 Correlation with PASS English I-IV & Creative Writing

Mathematics*

Algebra I A/B – two semester course available in both English and Spanish. *

Geometry A/B – two semester course includes supplemental Geometry Handbook. *

Math A – twelve unit course created to meet New York State math requirements. *

* calculator required

Social Studies

U.S. History A/B – a two-semester course that begins with the Reconstruction Period following the Civil War; to be used in conjunction with suggested texts or any U.S. History textbook.

U.S. Government – one semester course.

Science

Environmental Science – two semester course; supplemental materials required for laboratory activities.

Electives

Health – one semester course available in both English and Spanish; two editions available, i.e., with (English only) or without supplemental text.

PASS 2004 National Report and Success Stories

Data on PASS usage among migrant students across the country along with several personal stories of students who have used PASS to achieve their goals. Available in PDF format on the NPC web site.

PASS Program Implementation Guide

A useful how-to handbook explaining the ins and outs of utilizing the PASS program. Available in PDF format on the NPC web site.

PASS PowerPoint

Can be viewed on the NPC web site or downloaded for presentation to interested educators and administrators.

Correlation of New York Learning Standards Social Studies

U.S. History A – Unit 1 Reconstruction and Backlash

Standard I: Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
Elements of Social Studies Standards 2, 3, 5				

U.S. History A – Unit 2 The Industrialization of the United States: 1876 – 1914

Standard I: Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 3
Elements of Social Studies Standards 2, 3, 4, 5				

U.S. History A – Unit 3 The United States Expansion: 1877 – 1920

Standard I: Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5	1, 2, 3, 4	1, 3
Elements of Social Studies Standards 2, 3, 4, 5				

U.S. History A – Unit 4 Theodore Roosevelt to Woodrow Wilson: The Progressive Era

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5, 6	1, 2, 3, 4	1, 2
Elements of Social Studies Standards 2, 4, 5				

U.S. History A – Unit 5 Boom To Bust: World War I to the Great Depression

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	2, 3, 4, 5	1, 2, 3, 4	1
Elements of Social Studies Standards 2, 3, 4, 5				

U.S. History A – 1: Reconstruction and Backlash

UNIT OBJECTIVES

Overarching Understandings:

The end of the Civil War ushered in an era marked by the struggle to restore the union and define the political status of former slaves.

Enforcement of the rights of citizenship and freedom for African-Americans, as defined in three new amendments to the U. S. Constitution, was abandoned when Reconstruction ended in 1877 and replaced by legal limitations and violence against African Americans.

African-American leaders like Booker T. Washington and W.E.B. DuBois fought to secure the rights defined by the three new amendments and to improve the lives of African Americans through education and political action.

Essential Questions:

- How would the Union be restored?
- What would be the political status of former slaves?

Learning Objectives: After completing this unit you will be able to:

- identify the main parts of the reconstruction plans offered by Lincoln, Johnson, and the Congress
- explain the motives behind each plan
- compare and contrast each plan in order to predict the effect of each plan on the South and on African Americans
- offer reasons why the Congressional reconstruction plan was chosen
- interpret and synthesize primary documents to draw conclusions about the effectiveness of Reconstruction on restoring the Union and securing the rights of African Americans
- evaluate the extent to which Reconstruction was successful or unsuccessful in restoring the Union and securing the rights of African Americans

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs and charts
- write essays based on personal research
- prepare listings of works cited
- answer reading comprehension questions
- conduct research in the library or on the Internet

U.S. History A – 2: The Industrialization of the United States: 1876 – 1914

UNIT OBJECTIVES

Overarching Understandings:

- Pre-Civil War industrialization continued during the war and accelerated after the war, especially in the North.
- Industrialization offered both opportunities and hardships to workers.
- Industrialization led to an era marked by the largest influx of immigration in the history of the United States, an influx that brought both benefits and problems.
- Industrialization brought about staggering wealth for a few and crushing poverty for many and led to the first successful movement to organize labor.

Essential Questions:

- Why did the Civil War accelerate industrial growth in the North?
- How did industrialization affect average Americans, workers, and immigrants?
- Why did industrialization lead to the growth of labor organizations?

Learning Objectives: After completing this unit you will be able to:

- identify the reasons for rapid industrialization in the North after the Civil War
- explain why the South did not industrialize after the Civil War
- describe changes in urban life brought about by industrialization
- summarize the reasons for the large influx of immigrants during this time period and analyze American response to these immigrants
- analyze the role of the federal government in the growth of big business and the growth of labor unions
- interpret primary documents and evaluate the effects of industrialization and immigration on American life

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs and charts
- write essays based on personal research
- prepare listings of works cited
- answer reading comprehension questions
- make arrangements for interviews, prepare interview questions, conduct interviews, and write summaries of interviews
- analyze political cartoons

U.S. History A – 3: United States Expansion: 1877 – 1920

UNIT OBJECTIVES

Overarching Understandings:

- Settlement of the Great Plains was possible after the Civil War because of new technologies that made it possible to farm this harsh land.
- White settlement of the Great Plains was promoted by both the government and the railroads and led to the devastation of the native peoples of this region.
- Many of the policies developed to deal with native populations on the Great Plains were replicated as the United States expanded overseas.

Essential Questions:

- Why was settlement of the Great Plains delayed until after the Civil War?
- Why and how did technology, the government, and the railroads facilitate white settlement of the Great Plains after the Civil War?
- What government policies were developed toward native populations here and overseas as the United States expanded and what were the results of these government policies regarding expansion?

Learning Objectives: After completing this unit you will be able to:

- identify and describe the technological changes that allowed white settlement of the Great Plains
- explain the features and motives of government policies toward expansion
- analyze the motives behind government policies toward native peoples
- synthesize information from a variety of sources in order to draw conclusions about the positive and negative effects of expansion
- evaluate the effect of government policies on ranchers and farmers during this time period, both positive and negative
- generate criteria based on the terms of the U. S. Constitution and Supreme Court cases in order to evaluate the extent to which these policies met American democratic ideals

Skills:

- write essays requiring critical thinking and personal research
- research in a library or on the Internet
- analyze maps
- create maps to display information and show concepts
- visit a local historical site or read the editorial pages of current newspapers published by Native Americans and write summaries of them
- prepare listings of works cited

U.S. History A – 4: Theodore Roosevelt to Woodrow Wilson: The Progressive Era

UNIT OBJECTIVES

Overarching Understandings:

- The uncontrolled expansion of big business and the government that resulted in corrupt practices by both led to an era of economic and political reform.
- Progressive politics grew from and expanded the political agenda of the earlier Populists.
- The Progressives sought to cure the problems of democracy with more democracy.

Essential Questions:

- How did industrialization and expansion lead to corruption in both big business and the government?
- How did Progressive policies reform big business and the government with more democracy?
- To what extent were the Progressives successful in their reform efforts?

Objectives: After completing this unit you will be able to:

- identify and explain the types of business and government practices that led to the rise of the Progressives
- compare and contrast the Populists and the Progressives in order to draw conclusions about the success of each
- apply your understanding of the Progressive agenda in order to explain how Progressive amendments and other Progressive political changes solved the problems of democracy with more democracy
- explain the role of third party candidates in national elections and predict the outcome of elections in which third party candidates run
- compare, contrast, and evaluate the actions of Presidents Theodore Roosevelt and Woodrow Wilson
- generate criteria and evaluate the extent to which the Progressives successfully reformed big business and the government

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs and charts
- write essays based on personal research
- answer reading comprehension questions
- conduct research in the library or on the Internet
- analyze political cartoons; create a political cartoon

U.S. History A – 5: Boom to Bust: World War I to the Great Depression

UNIT OBJECTIVES

Overarching Understandings:

- WWI was the result of the entangling military alliances of Europe.
- The United States attempted a policy of neutrality but ultimately declared war against the Central Powers.
- Government policies and business practices brought high levels of American prosperity after WWI but led to world-wide economic collapse by the end of the 1920s.

Essential questions:

- How did the entangling military alliances of Europe lead to the outbreak of war?
- How did the United States become involved in WWI?
- What government and business policies produced high levels of prosperity after WWI?
- How did these policies ultimately lead to world-wide economic collapse by the end of the 1920s?

Learning Objectives: After completing this unit you will be able to:

- outline the European alliances
- explain why America tried to remain neutral
- compare and contrast American sympathy for the Allies and the Central Powers
- analyze how Germany exploited American policy towards Mexico with the Zimmerman Telegram
- weigh the relative strengths of the Allies and the Central Powers
- explain the significance of propaganda during WWI
- distinguish cause and effect by evaluating how government and business practices during the 1920s led to both wide-spread prosperity and economic collapse
- account for changes in American policies toward immigrants and minorities
- analyze, interpret, and evaluate primary sources related to this time period

Skills:

- write essays requiring critical thinking
- write essays based on personal research
- answer reading comprehension questions
- research in a library or on the Internet
- analyze maps
- analyze political cartoons
- prepare listings of works cited
- analyze primary documents

Readability Scores

PASS U.S. History

Semester A		
Unit	Flesch Reading Ease	Flesch-Kincaid Grade Level
1 – Reconstruction and Backlash	57	8.6
2 – The Industrialization of the United States: 1876 - 1914	57	8.6
3 – United States Expansion: 1877 - 1920	57	8.6
4 – Theodore Roosevelt to Woodrow Wilson: The Progressive Era	57	8.6
5 – Boom to Bust: World War I to the Great Depression	57	8.6
Average	57	8.6

Correlation of New York Learning Standards Social Studies

U.S. History B – Unit 1 The Great Depression – World War II

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5	1, 2, 3, 4	2, 3
Elements of Social Studies Standards 2, 4, 5				

U.S. History B – Unit 2 The Cold War: 1945 – 1960

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5, 6	2, 3, 4	1, 2, 3
Elements of Social Studies Standards 2, 3, 4, 5				

U.S. History B – Unit 3 The Sixties – A Decade of Change and Upheaval

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5	1, 2, 3, 4	1, 3
Elements of Social Studies Standards 2, 3, 4, 5				

U.S. History B – Unit 4 Years of Turmoil and Change: 1968 – 1988

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3
Elements of Social Studies Standards 2, 4, 5				

U.S. History B – Unit 5 1988 – Present

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 2	1, 2, 3, 4, 5, 6	2, 3, 4	1, 2, 3
Elements of Social Studies Standards 2, 3, 4, 5				

U.S. History B – 1: The Great Depression – World War II

UNIT OBJECTIVES

Overarching Understandings:

The Great Depression was as devastating to the rest of the world as it was to the United States. Franklin Delano Roosevelt successfully led the U.S. out of the depression and, along with other Allied leaders, to victory in World War II. The alliances that were formed leading up to the war, the Allies and the Axis Powers, did not last beyond the end of the war. World War II addressed many problems; however, lasting peace was not achieved.

Essential Questions:

- Who became allies and why?
- What are the general principles behind capitalism, fascism, and communism?
- What really caused such unrest that a world war occurred?
- How did the German treatment of the Jews affect other nations?
- Why did Japan attack the U.S.?

Learning Objectives: After completing this unit you will be able to:

- evaluate the presidency of Franklin Delano Roosevelt
- investigate the reasons for the alliances that were formed
- examine why the U.S. entered the war
- explore the major figures and events in World War II
- identify the steps that led to the Holocaust
- analyze the reasons for the changing alliances
- identify the many branches of services that fought for the U.S.

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, maps, and charts
- write essays based on personal research
- answer reading comprehension questions
- interpret photos, posters, and cartoons
- create time lines
- research in library or on Internet
- expand vocabulary

U.S. History B – 2: The Cold War, 1945 – 1960

UNIT OBJECTIVES

Overarching Understandings:

The rise of the Cold War after World War II shaped American diplomacy for many years. This rising struggle between capitalism and communism affected many countries. The United Nations was organized in an effort to have countries throughout the world work together toward solving problems peacefully.

Essential Questions:

- What was the cause of the Cold War and how did the Cold War affect U.S. policies?
- What effect did the growth of communism have on U.S. policy?
- How and why did the United Nations come into being?

Learning Objectives: After completing this unit you will be able to:

- analyze the conflicts caused by countries spreading capitalism and communism
- evaluate the presidencies of Harry S. Truman and Dwight D. Eisenhower
- explore the impact of troubled areas of the world on U.S. foreign policy
- recognize changing alliances
- explore the impact of the *fear* of communism
- analyze economic growth and prosperity for Americans during this period
- locate new countries which emerged following World War II
- understand the importance of new technology
- recognize the functions of the United Nations organizations

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, photos, cartoons, and charts
- identify locations on maps
- write essays based on personal research
- answer reading comprehension questions
- conduct research in the library or on the Internet
- expand vocabulary

U.S. History B – 3: The Sixties – A Decade of Change and Upheaval

UNIT OBJECTIVES

Overarching Understandings:

African Americans use civil disobedience and non-violent means to achieve equality. The Civil Rights Movement is a driving force behind some legislation. Inroads are made in many areas in sports, beginning with Jackie Robinson's signing with the Brooklyn Dodgers. Because of this movement other minorities look for equality. Vietnam becomes a problem for many in the nation.

Essential Questions:

- What are some of the critical events leading up to legislation giving civil rights to African Americans?
- What effect did the growth of communism have on U.S. policy?
- How did success of the Civil Rights movement impact others?

Learning Objectives: After completing this unit you will be able to:

- analyze the effectiveness of Martin Luther King Jr. and other Civil Rights activists
- evaluate the presidency of John F. Kennedy and Lyndon B. Johnson
- explore the impact of troubled areas of the world on U.S. foreign policy
- recognize the influence of the Civil Rights movement on other minorities
- explore the U.S. response to Soviet policies, such as the Berlin Wall
- analyze the impact of the Vietnam War on our nation

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, charts, cartoons, and photos
- write essays based on personal research
- answer reading comprehension questions
- conduct research in the library or on the Internet
- expand vocabulary

U.S. History B – 4: Years of Turmoil and Change, 1968 – 1988

UNIT OBJECTIVES

Overarching Understandings:

The strength of the Constitution is tested as the country deals with the Watergate Scandal and the resignation of a President. There is growing involvement of the U.S. in world affairs. Changes in traditional American ways are impacted by a number of events that occurred during the 1960s.

It is likely that your parents, other relatives, and neighbors may be familiar with events covered in this unit. Most historians agree that years need to pass before an event in history can be completely understood.

Essential Questions:

- How did the counterculture impact society in the U.S.?
- What are the different approaches to economic growth in the U.S.?
- How are troubled areas of the world influencing our policies?
- How is the role of women changing in our society?

Learning Objectives: After completing this unit you will be able to:

- evaluate some main points of the presidencies of Nixon, Ford, Carter, and Reagan
- compare and contrast foreign and domestic policies of these four presidents
- analyze the men involved and the implications of Watergate
- recognize the impact of the rise of third party candidates
- evaluate the effect that the end of the Cold War had on U.S. economy
- explore the impact of troubled areas of the world on U.S. foreign policy
- explore new opportunities for women
- analyze diverse political views

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, cartoons, and charts
- identify locations on maps
- write essays based on personal research
- answer reading comprehension questions
- conduct research in the library or on the Internet
- create time lines
- expand vocabulary

U.S. History B – 5: 1988 – Present

UNIT OBJECTIVES

Overarching Understandings:

During the years covered by this unit, the nation swings from conservative to liberal, from the Republicans to the Democrats and back again. As the world becomes smaller through great advancements in technology, it also becomes far less secure and safe. Terrorism expands across the ocean even to the shores of the United States. As the country approached the new millennium the fight for civil rights for all Americans was still being fought.

You will be studying relatively recent events. In fact, you may even remember the event you are studying. If you aren't familiar with many of the events covered in this unit, it is likely that your parents and other relatives and neighbors will be. Most historians agree that years need to pass before an event in history can be completely understood.

Essential Questions:

- How are the foreign and domestic policies of recent presidents formed?
- What effect does terrorism have on our policies?
- What are the issues that seem to be changing our society?
- Where are the troubled spots in the world?

Learning Objectives: After completing this unit you will be able to:

- compare the presidencies of George H.W. Bush, Bill Clinton, and the first term of George W. Bush
- compare and contrast foreign and domestic policies of the recent presidents
- understand the U.S. involvement in some troubled areas
- recognize the issues of the 1980s
- evaluate the extent to which terrorism is becoming a major problem
- explore the impact of technology and how it is changing our world

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs and charts
- identify locations on maps
- write essays based on personal research
- answer reading comprehension questions
- conduct research in the library or on the Internet
- expand vocabulary

Readability Scores

PASS U.S. History

Semester B		
Unit	Flesch Reading Ease	Flesch-Kincaid Grade Level
1 – The Great Depression – World War II	57	8.6
2 – The Cold War: 1945 - 1960	57	8.6
3 – The Sixties – A Decade of Change and Upheaval	57	8.6
4 – Years of Turmoil and Change: 1968 - 1988	57	8.6
5 – 1988 - Present	57	8.6
Average	57	8.6

Correlation of New York Learning Standards Social Studies

Standard 5

U.S. Government – Unit 1 The Birth of Democracy

Standard I: Key Idea	A	B	C	D
Performance Indicators	1, 2, 3, 4	1, 3, 5	1, 3, 4	3, 4

U.S. Government – Unit 2 The U.S. Constitution

Standard I: Key Idea	A	B	C	D
Performance Indicators	1, 2, 4	1, 3, 5	1, 3, 4	2, 3, 4, 5, 7

U.S. Government – Unit 3 Separation of Powers

Standard I: Key Idea	A	B	C	D
Performance Indicators	1, 4	1, 3, 4, 5	1, 2, 4	2, 3, 4, 5, 7

U.S. Government – Unit 4 Citizenship and Politics

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 4	1, 3	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7

U.S. Government – Unit 5 Public Policy

Standard I Key Idea	A	B	C	D
Performance Indicators	1, 4	1, 2, 3	1, 2, 4	1, 2, 3, 4, 5, 7

U.S. Government – 1: Birth of American Democracy

UNIT OBJECTIVES

Essential Questions:

- What was the basis for the United States form of government?
- What were the events leading to the writing of the United States Constitution?

Learning Objectives: After completing this unit you will be able to:

- identify the philosophy that led to the development of United States democracy
- identify and evaluate other forms of government and economic systems
- understand the policies of England that led to unrest in the Colonies
- understand the events that lead to the Colonies writing the Declaration of Independence
- identify the role that key men had in the developing of our Constitution
- interpret and synthesize primary documents to draw conclusions about their effectiveness
- understand the structure of the new government of the United States
- evaluate the extent to which we are indebted to two revolutions – the American Revolutionary War and the revolution of ideas

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, charts and maps
- answer reading comprehension questions
- conduct research in the library or on the Internet

U.S. Government – 2: U.S. Constitution

UNIT OBJECTIVES

Essential Questions:

- What is the structure and purpose of the Constitution?
- What does our Constitution guarantee citizens of the United States?
- What purpose did the Bill of Rights serve?
- What are the Amendments to our Constitution?

Learning Objectives: After completing this unit you will be able to:

- understand the structure and purpose of the Constitution
- interpret and synthesize primary documents to draw conclusions about their effectiveness
- analyze and evaluate the United States Constitution
- analyze and evaluate the Amendments to the U.S. Constitution
- understand the Amendment process

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, charts and maps
- answer reading comprehension questions
- conduct research in the library or on the Internet

U.S. Government – 3: Separation of Powers

UNIT OBJECTIVES

Essential Questions:

- How does the Constitution provide for the separation of powers?
- How does the Constitution provide for the legislative branch of the government?
- How does the Constitution provide for the executive branch of the government?
- How does the Constitution provide for the judicial branch of the government?

Learning Objectives: After completing this unit you will be able to:

- understand the structure and rationale behind the separation of powers
- understand the purpose and function of the legislative branch of government at the federal, state, and local levels
- understand the purpose and function of the executive branch of government at the federal, state, and local levels
- understand the function of the judicial branch of government and the responsibilities of the different courts
- understand the limits placed on each branch of government by the Constitution

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, charts and maps
- answer reading comprehension questions
- conduct research in the library or on the Internet

U.S. Government – 4: Citizenship and Politics

UNIT OBJECTIVES

Essential Questions:

- How does a person become a citizen of the United States?
- What are the responsibilities of citizens?
- How are our government officials influenced?
- What is the function of political parties?
- How do we pay for our government?

Learning Objectives: After completing this unit you will be able to:

- understand the procedures for becoming a United States citizen
- understand and evaluate the responsibilities of citizens and the importance of being an involved citizen
- understand the voting process and the importance of being an informed voter
- evaluate different ways to influence the government
- compare and contrast different means of getting revenue
- compare and contrast political parties
- evaluate bias in mass media

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, charts and maps
- answer reading comprehension questions
- conduct research in the library or on the Internet

U.S. Government – 5: Public Policy

UNIT OBJECTIVES

Essential Questions:

- Why is it important to be involved in the community?
- Why is it important to be informed?
- What policies shape our government?
- What responsibility does the United States have as a world power?

Learning Objectives: After completing this unit you will be able to:

- understand the value of participation in government
- evaluate a volunteer program in your area
- evaluate public policies, both economic and social
- understand the demographics of different areas
- evaluate U.S. policies on world trade
- understand and evaluate our commitment in NAFTA
- understand the organization and function of the United Nations

Skills:

- analyze, discuss, and compare original source materials
- write essays requiring critical thinking
- analyze graphs, charts and maps
- answer reading comprehension questions
- conduct research in the library or on the Internet

Readability Scores

PASS U.S. Government

Unit	Flesch Reading Ease	Flesch-Kincaid Grade Level
1 – The Birth of American Democracy	56.0	8.6
2 – The U. S. Constitution	56.0	8.6
3 – Separation of Powers	56.0	8.6
4 – Citizenship and Politics	56.0	8.6
5 – Public Policy	56.0	8.6
Average	56.0	8.6

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 the history of the United States and New York.

A. KEY IDEA 1: 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.

Performance Indicators – Students will:

1. analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
2. 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

B. 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 – Students will:

1. discuss several schemes for periodizing the history of New York State and the United States
1. develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues
1. compare and contrast the experiences of different groups in the United States
1. 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
1. 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
1. 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

C. 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 – Students will:

1. compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture
2. 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)
3. 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
4. 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)

D. 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 – Students will:

1. analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives
2. 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
3. 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. (Adapted from National Standards for United States History)

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 U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

A. KEY IDEA 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

Performance Indicators – Students will:

1. analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
2. consider the nature and evolution of constitutional democracies throughout the world
3. 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
4. identify and analyze advantages and disadvantages of various governmental systems

B. KEY IDEA 2: The state and federal governments established by the Constitutions of the United States and the State of 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. (Adapted from The National Standards for Civics and Government, 1994)

Performance Indicators – Students will:

1. trace the evolution of American values, beliefs, and institutions
2. 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
3. identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society
4. compare and contrast the Constitutions of the United States and New York State
5. understand the dynamic relationship between federalism and state's rights

C. 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.

Performance Indicators – Students will:

1. 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 one's actions (Adapted from The National Standards for Civics and Government, 1994)
2. 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
3. describe how citizenship is defined by the Constitution and important laws
4. explore how citizens influence public policy in a representative democracy

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 U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

D. 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 – Students will:

1. participate as informed citizens in the political justice system and processes of the United States, including voting
2. 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 (Adapted from The National Standards for Civics and Government, 1994)
3. take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs
4. consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1996)
5. participate in school/classroom/ community activities that focus on an issue or problem
6. prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem
7. explain how democratic principles have been used in resolving an issue or problem

PASS U.S. History A and B and U.S. Government to New York State Social Studies Standards

Standard 1

A—1 U.S. History A and B	
1.	A1-5, B1-5
2.	A1-5, B1-5
B.	
1.	A1-4, B1-5
2.	A1-5, B1-5
3.	A1-5, B1-5
4.	A1-5, B1-5
5.	A3-5, B1-5
6.	A4, B2, B5
C.	
1.	A1-5, B1, B3-4
2.	A1-5, B1-5
3.	A1-5, B1-5
4.	A1-5, B1-5
D.	
1.	A1-5, B2-5
2.	A1, A4, B1-2, B4-5
3.	A1-3, B1-5

Standard 5

A—5 U.S. Government	
1.	1-5
2.	1-2
3.	1
4.	1-5
B.	
1.	1-5
2.	5
3.	1-5
4.	3
5.	1-3
C.	
1.	1-5
2.	3-5
3.	1-2, 4
4.	1-5
D.	
1.	4-5
2.	2-5
3.	1-5
4.	1-5
5.	2-5
6.	4
7.	2-7

