

Social Studies Practices: Vertical Articulation Grades K-12

Gathering, Using, and Interpreting Evidence

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Ask questions.	Develop questions about his/her family.	Develop questions about the community.	Develop questions about a world community.	Develop questions about New York State, its history, geography, economics, and government.	Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, using, and interpreting evidence.	Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, using, and interpreting evidence.	Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence.	Define and frame questions about the United States and answer them by gathering, using, and interpreting evidence.	Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
Recognize forms of evidence used to make meaning in social studies.	Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize and use different forms of evidence to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize, use, and analyze different forms of evidence to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
Identify the author or creator of a book or map.	Identify the creator and/or author of different forms of evidence.	Identify and explain creation and/or authorship, purpose, and format for evidence.	Identify and explain creation and/or authorship, purpose, and format for evidence. Where appropriate, identify point of view.	Identify and explain creation and/or authorship, purpose, and format for evidence. Where appropriate identify point of view and bias.	Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience with teacher support.	Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.	Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments or evidence.	Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
Identify opinions expressed by others.	Identify opinions of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.	Describe arguments of others.	Describe and analyze arguments of others with supports.	Describe and analyze arguments of others considering historical context.	Describe, analyze, and evaluate arguments of others.
			Identify inferences.	Identify inferences.	Identify implicit ideas to draw inference with support.	Identify implicit ideas and draw inferences with support.	Make inferences and draw general conclusions from evidence.	Make inferences and draw conclusions from evidence.	Make inferences and draw conclusions from evidence.
Create understanding of the past.	Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Recognize arguments on specific social studies topics and identify evidence supporting the argument.	Recognize arguments on specific social studies topics and identify evidence to support the argument. Examine arguments related to a specific social studies topic	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple	Recognize an argument and identify evidence that supports the argument related to specific social studies topic. Examine arguments related to a specific social studies	Deconstruct and construct plausible and persuasive arguments using evidence. Create meaningful and persuasive understandings of the past by fusing disparate

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						from multiple perspectives.	perspectives; recognize that the perspective of the argument's author shapes the selection of evidence used to support it.	topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.	and relevant evidence from primary and secondary sources and drawing connections to the present.

Chronological Reasoning and Causation

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Retell an important life event in sequential order.	Retell a real-life family event in sequential order.	Retell a community event in sequential order.	Explain how three or more events are related to one another.	Explain how events are related chronologically to one another.	Explain how events are related chronologically to one another in time.	Identify ways that events are related chronologically to one another in time.	Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
Understand the concept of time measurements including days and weeks.	Understand the concept of time measurements, including days, weeks, months and years.	Understand the concept of time measurements including minutes, hours, days, weeks, months, years.	Employ mathematical skills to measure time in years and centuries.	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines with teacher support.	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines with teacher support.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.	
Identify causes and effects using an example from his/her family life.	Identify causes and effects using examples from his/her family life.	Identify causes and effects using examples from his/her family life or from the community.	Identify causes and effects using examples from his/her life or from a current event or history.	Identify the relationship between multiple causes and multiple effects using examples from his/her life and from a current event or history.	Identify causes and effects using examples from current events or grade-level content and historical events.	Identify causes and effects from current events or grade-level content and historical events.	Identify causes and effects using examples from current events, grade-level content, and historical events.	Identify causes and effects using examples from current events, grade-level content, and historical events.	Identify causes and effects using examples from different time periods and courses of study across several grade levels.
					Identify and classify the relationship between multiple causes and multiple effects.	Identify and classify the relationship between multiple causes and multiple effects.	Identify and analyze the relationship between multiple causes and effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.
				Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
Identify change over time in his/her life.	Identify change over time in his/her family.	Identify changes over time in his/her community.	Recognize continuity and change over periods of time.	Recognize dynamics of historical continuity and change over periods of time.	Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.	Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.

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Identify events of the past, present, and future in his/her life.	Identify events of the past, present, and future in his/her family life.	Identify events of the past, present, and future in his/her community life.	Recognize periods of time such as decades and centuries.	Use periods of time such as decades and centuries to put events into chronological order.	Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing time lines.	Compare histories in different places in the Eastern Hemisphere utilizing time lines. Identify ways that changing periodization affects the historical narrative.	Recognize that changing the periodization affects the historical narrative.	Recognize that changing the periodization affects the historical narrative.	Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
Identify routines and common occurrences in his/her life.	Recognize and identify patterns of continuity in his/her family.	Recognize and identify patterns of continuity and change in communities.	Recognize and identify patterns of continuity and change in world communities.	Recognize and identify patterns of continuity and change in New York.	Recognize and identify patterns of continuity and change in history.	Identify the relationships of patterns of continuity and change to larger historical processes and themes.	Identify patterns of continuity and change as they relate to larger historical process and themes.	Relate patterns of continuity and change to larger historical processes and themes.	Relate patterns of continuity and change to larger historical processes and themes.
					Understand the role of periodization as a practice in history and social studies.	Understand that historians use periodization to categorize events. Describe general models of periodization in history.	Identify models of historical periodization that historians use to categorize events.	Identify and describe models of historical periodization that historians use to categorize events.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

Comparison and Contextualization

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Identify similarities and differences between home and school.	Identify similarities and differences between neighborhoods.	Identify similarities and differences between communities.	Identify a world region by describing a characteristic that places within it have in common.	Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.	Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.	Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics.	Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.	Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
Identify similarities and/or differences between him/her and others.	Identify similarities and/or differences between him/her and others with detail.	Identify similarities and/or differences between his/her community and other communities.	Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities.	Identify multiple perspectives from a historical event.	Categorize divergent perspectives of an individual historical event.	Categorize and evaluate divergent perspectives of an individual historical event.	Identify and categorize multiple perspectives on a given historical experience.	Identify and compare multiple perspectives on a given historical experience.	Identify, compare, and evaluate multiple perspectives on a given historical experience.
Describe an event in his/her life.	Describe an event in his/her family.	Describe an event in his/her community.	Describe a historical event in a world community.	Describe and compare New York State historical events.	Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe, compare, and evaluate multiple historical developments in the United States in various chronological and geographical contexts.	Describe, compare, and evaluate multiple historical developments in societies, and across and between societies, in various chronological and geographical contexts.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
	Understand the concepts of geography, economics, and history that apply to his/her family.	Recognize the relationship among geography, economics, and history in his/her community.	Recognize the relationship among geography, economics, and history in world communities.	Recognize the relationship among geography, economics, and history in social studies.	Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.	Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.	Identify how the relationship among geography, economics, and history helps to define a context for events in the study of United States.	Describe the relationship between geography, economics, and history as a context for events and movements in the United States.	Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
		Describe a historical development in his/her community with specific details including time and place.	Describe a historical development in a world community with specific details including time and place.	Describe historical developments in New York State with specific detail including time and place.	Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes with teacher support.	Describe historical developments in the history of the Eastern Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

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						<p>Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support.</p>	<p>Understand the role that periodization and region play in developing comparisons. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the early history of the United States.</p>	<p>Analyze case studies in United States history in a comparative framework attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.</p>	<p>Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p>

Geographic Reasoning

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Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models.	Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models. Describe where places are in relation to each other.	Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections among places.	Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections among places.	Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.	Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.
Identify natural events or physical features such as land, water, air, and wind.	Identify human activities and human-made features; identify natural events or physical features.	Distinguish human activities and human-made features from natural events or physical features.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere and identify the relationship between human activities and the environment.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.	Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
Describe how environment affects his/her activities.	Describe how environment affects his/her and other people’s activities.	Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.	Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.	Identify how environments affect human activities and how human activities affect physical environments.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth’s physical features and processes.
Identify a pattern.	Identify a pattern and a process.	Recognize a process that applies to population and a resulting pattern.	Recognize a process that applies to population and a resulting pattern.	Recognize relationships among patterns and processes.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.	Recognize and interpret (at different scales) the relationships among patterns and processes.

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Identify a human activity that changed a place.	Describe how human activities alter places.	Describe how human activities alter places in a community.	Describe how human activities alter places and regions.	Describe how human activities alter places and regions.	Describe how human activities alter places and regions in the Western Hemisphere.	Describe how human activities alter places and regions in the Eastern Hemisphere.	Characterize and analyze changing interconnections among places and regions.	Characterize and analyze changing interconnections among places and regions.	Characterize and analyze changing interconnections among places and regions.
					Recognize that boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.	Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.

Economics and Economic Systems

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Identify examples of scarcity and choices made due to scarcity.	Explain how scarcity affects choices made by families and communities and identify costs and benefits associated with these choices.	Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.	Examine how scarcity affects the decisions about the use of resources by people and governments; examine the cost and benefits of economic decisions.	Explain how scarcity necessitates decision making; compare the costs and benefits of individual and economic decisions.	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.	Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events as well; compare through historical examples the costs and benefits of economic decisions.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.	Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
Identify examples of goods and services.	Distinguish between a consumer and a producer and their relationship to goods and services.	Describe the resources used to produce goods and provide services in the local community.	Identify the variety of resources available in a particular world community used to produce goods and/or provide services.	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.	Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.	Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.	Identify examples of buyers and sellers in product, labor, and financial markets.	Explain the roles of buyers and sellers in product, labor, and financial markets.	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
Identify what money is and how it is used in society.	Explain how people earn money and other ways people receive money.	Describe the role of banks, saving, and borrowing in the economy.	Identify products found in world communities and the various ways people in those communities pay for products.	Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.	Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.	Compare market economies to other economic systems in the Eastern Hemisphere.	Describe the role that competition had in the determination of prices and wages in the United States; identify other factors that helped to determine prices.	Describe the role of competition in the determination of prices and wages in a market economy.	Analyze the ways in which incentives influence what is produced and distributed in a market system.
		Describe the goods and services that people in the local community produce and those that are produced in other communities.	Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.	Explain why individuals and businesses specialize and trade.	Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.	Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.	Examine the role of institutions such as joint stock companies, banks, and the government in the development of the United States economy.	Examine the role of institutions such as corporations, non-profit organizations, and labor unions in a market.	Describe concepts of property rights and rule of law as they apply to a market economy.
				Explain the meaning of unemployment.	Explain the meaning of unemployment, inflation, income, and economic growth in the economy.	Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.	Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	Use economic indicators to analyze the current and future state of the economy.
		Identify goods and services that government provides and the role of taxes.	Explore the types of governments in world communities and services they provide to citizens.	Explain the ways the government pays for the goods and services it provides, including tax revenue.	Describe government decisions that impact economies in case studies from the Western Hemisphere.	Describe government decisions that impact economies in case studies from the Eastern Hemisphere.	Explain how government policies affected the economies of colonial North America and the early United States.	Explain how government policies affect the economy.	Analyze government economic policies and the impact on the national and global economy.

Civic Participation

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Demonstrate respect for the rights of others.	Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.	Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements with teacher support.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom, school, or community issue or problem.	Participate in activities that focus on a classroom, school, or world community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.	Participate in activities that focus on a localized issue or problem in a country in the Eastern Hemisphere.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
		Identify the elements of the community's political system.	Identify different types of political systems found in world communities.	Identify different types of political systems used at various times in New York State history and, where appropriate, in United States history.	Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere and identify the role of individuals and key groups in those political and social systems.	Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in colonial and early United States history and explain the role of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in United States history and explain the role of individuals and key groups in those political and social systems.	Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
Identify the role of the individual in classroom participation.	Identify the role of the individual in classroom and school participation.	Identify the role of the individual in classroom, school, and community participation.	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.	Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.	Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.	Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere.	Identify, describe, and compare the role of the individual in social and political participation and as an agent of historical change at various times and in various locations in colonial North America and in the early history of the United States.	Identify, describe, and contrast the role of the individual in for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.	Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.
Show respect in issues involving difference and conflict.	Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Participate in negotiating and compromising in the resolution of differences and conflict.	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.	Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.

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Identify situations in which social actions are required.	Identify situations in which social actions are required.	Identify situations in which social actions are required.	Identify situations in which social actions are required and suggest solutions.	Identify situations in which social actions are required and suggest solutions.	Identify situations with a global focus in which social actions are required and suggest solutions.	Identify situations with a global focus in which social actions are required and suggest solutions.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.
Identify the school principal and his/her role within the school.	Identify the president of the United States and the school principal and their leadership responsibilities.	Identify the community political leaders (e.g., mayor), the governor of New York, and the president of the United States and their leadership responsibilities.	Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.	Identify people in positions of power and how they can influence people's rights and freedom.	Describe the roles of people in power in the Western Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.	Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.	Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
Identify and follow rules in the classroom and school.	Identify rights and responsibilities in the classroom and school.	Identify rights and responsibilities in the classroom, school, and community.	Identify rights and responsibilities in the community and compare them to those in world communities.	Identify rights and responsibilities as a citizen in the community and the state.	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.	Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.	Identify how social and political responsibilities developed in American society.	Fulfill social and political responsibilities associated with citizenship in a democratic society.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.
					Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.	Develop an understanding of an interdependent global community by developing awareness of and/or engaging in the political process as it relates to a global context.	Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.	Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.	