

New York Standards Addressed By The CHOICES Program

Commencement

The terms in italics after a standard refer to Choices units that address that standard.

Standard 1 – History of the United States & New York

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.
 - analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. (*All Choices units from the U.S. History series and select units from the Current Issues series, including U.S. Role, Immigration, Trade, Genocide, Terrorism, Foreign Aid, Environment, Middle East, United Nations, and Nuclear Weapons*)
 - 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Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. (*More Perfect Union*)
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.
 - 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 (*Foreign Aid, Environment, Middle East, United Nations, and Nuclear Weapons*)
 - 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. (*U.S. Role, Immigration, Trade, Genocide, Terrorism, Foreign Aid, Environment, Middle East, United Nations, and Nuclear Weapons*)
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.
 - analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities (*All Choices units from the U.S. History series and select units from the Current Issues series, including Genocide and Terrorism*)
 - understand the interrelationships between world events and developments in the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom) (*Immigration and Genocide*)
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.
 - analyze historical narratives about key events in United States history to identify the facts and evaluate the authors' perspectives (*All Choices units from the U.S. History series*)

Standard 2—World History

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.
 - analyze historic events from around the world by examining accounts written from different perspectives (*All units in the World History series include multiple perspectives.*)
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. (*All units in the World History series are framed around turning points in history.*)

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups. (*All units in the World History series highlight contributions of individuals and groups.*)

- explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world (*South Africa, India/Pakistan, Brazil, Genocide, Terrorism*)

Standard 3—Geography

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.

- investigate the characteristics, distribution, and migration of human populations on the Earth's surface (*Russian Revolution*)
- understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world (*Congo, Slavery & Slave Trade, Russian Revolution, India, Shifting Sands*)
- analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface (*Congo, League of Nations, Russian Revolution, Weimar Germany, Isolation & Lend-Lease, Shifting Sands*)

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.

- select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information (*Russian Revolution*)

Standard 4—Economics

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

- explain how economic decision making has become global as a result of an interdependent world economy (*Trade*)
- recognize why international trade takes place (because of comparative advantage) (*Trade*)

Standard 5—Civics, Citizenship, and Government

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.

- analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs (*More Perfect Union, United Nations, Genocide*)

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.

- trace the evolution of American values, beliefs, and institutions (*More Perfect Union*)
- analyze the disparities between civic values expressed in the United States Constitution and the United Nations 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 (*More Perfect Union, United Nations, Genocide*)

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.

- 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 (*All Choices units address citizen's rights and responsibilities.*)
- 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 *(All Choices units address issues and invite students to prescribe responses.)*

- explore how citizens influence public policy in a representative democracy *(All Choices units give students practice in influencing public policy.)*
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.
- 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 *(All Choices units develop these skills.)*
 - take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs *(All Choices units develop these skills.)*
 - consider the need to respect the rights of others, to respect others' points of view *(All Choices units develop these skills.)*