



BUFFALO PUBLIC SCHOOLS DEPARTMENT OF SOCIAL STUDIES GRADES K-6 SOCIAL STUDIES PRACTICES

KINDERGARTEN: SOCIAL STUDIES PRACTICES

In kindergarten, students' study *Self and Others*. The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

A. Gathering, Using, and Interpreting Evidence

1. Ask questions.
2. Recognize forms of evidence used to make meaning in social studies.
3. Identify the author or creator of a book or map.
4. Identify opinions expressed by others.
5. Create understanding of the past.

B. Chronological Reasoning and Causation

1. Retell an important life event in sequential order.
2. Understand the concept of time measurements including days and weeks.
3. Identify causes and effects using an example from his/her family life.
4. Identify change over time in his/her life.
5. Identify events of the past, present, and future in his/her life.
6. Identify routines and common occurrences in his/her life.

C. Comparison and Contextualization

1. Identify similarities and differences between home and school.
2. Identify similarities and differences between him/her and others.
3. Describe an event in his/her life.

D. Geographic Reasoning

1. 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.
2. Identify natural events or physical features such as land, water, air, and wind.
3. Describe how environment affects his/her activities.
4. Identify a pattern.
5. Identify a human activity that changed a place.

E. Economics and Economic Systems

1. Identify examples of scarcity and choices made due to scarcity
2. Identify examples of goods and services
3. Identify what money is and how it is used in society

F. Civic Participation

1. Demonstrate respect for the rights of others
2. Participate in activities that focus on a classroom or school issue or problem
3. Identify the role of the individual in classroom participation
4. Show respect in issues involving difference and conflict
5. Identify situations in which social actions are required
6. Identify the school principal and his/her role within the school
7. Identify and follow rules in the classroom and school

GRADE 1: SOCIAL STUDIES PRACTICES

My Family and Other Families, Now and Long Ago is organized around the same five units of study that organize kindergarten Social Studies: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.

These units represent five of the unifying themes of social studies and may be presented in any order. Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced as well as the role of authority to make rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources as well as making economic decisions.

A. Gathering, Using and Interpreting Evidence

1. Develop questions about his/her family.
2. 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).
3. Identify the creator and/or author of different forms of evidence.
4. Identify opinions of others.
5. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Retell a real-life family event in sequential order.
2. Understand the concept of time measurements, including days, weeks, months, and years.
3. Identify causes and effects using examples from his/her family life.
4. Identify change over time in his/her family.
5. Identify events of the past, present, and future in his/her family life.
6. Recognize and identify patterns of continuity in his/her family.

C. Comparison and Contextualization

1. Identify similarities and differences between neighborhoods.
2. Identify similarities and/or differences between him/her and others with detail.
3. Describe an event in his/her family.
4. Understand the concepts of geography, economics, and history that apply to his/her family.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other.
2. Identify human activities and human-made features; identify natural events or physical features.
3. Describe how environment affects his/her and other people’s activities.
4. Identify a pattern and a process.
5. Describe how human activities alter places.

E. Economics and Economic Systems

1. Explain how scarcity affects choices made by families and communities and identify costs and benefits associated with these choices.
2. Distinguish between a consumer and a producer and their relationship to goods and services.
3. Explain how people earn money and other ways people receive money.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom or school issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom and school participation.
5. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
6. Identify situations in which social actions are required.
7. Identify the president of the United States and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom and school.

GRADE 2: SOCIAL STUDIES PRACTICES

My Community and Other Communities is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.

These units represent five of the unifying themes of social studies and may be presented in any order. Students study their local community and learn about characteristics that define urban, suburban, and rural communities.

Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their impact are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about the community.
2. 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).
3. Identify and explain creation and/or authorship, purpose, and format for evidence.
4. Identify arguments of others.
5. Recognize arguments and identify evidence.
6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Retell a community event in sequential order.
2. Understand the concept of time measurements including minutes, hours, days, weeks, months, years.
3. Identify causes and effects using examples from his/her family life or from the community.
4. Identify change over time in his/her community.
5. Identify events of the past, present, and future in his/her community.
6. Recognize and identify patterns of continuity and change in his/her community.

C. Comparison and Contextualization

1. Identify similarities and differences between communities.
2. Identify similarities and differences between his/her community and other communities.
3. Describe an event in his/her community.
4. Recognize the relationships between geography, economics, and history in his/her community.
5. Describe a historical development in his/her community with specific details including time and place.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
2. 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).
3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
4. Recognize a process that applies to population and a resulting pattern.

5. Describe how human activities alter places in a community.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
2. Describe the resources used to produce goods and provide services in the local community.
3. Describe the role of banks, saving, and borrowing in the economy.
4. Describe the goods and services that people in the local community produce and those that are produced in other communities.
5. Identify goods and services that government provides; explore the concept of taxes.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom, school, or community issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom, school, and community participation.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required.
7. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom, school, and community.

GRADE 3: SOCIAL STUDIES PRACTICES

In *Communities around the World* students learn about communities around the globe and global citizenship. Students bring with them knowledge about their community. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action. Teachers select at least three communities that may reflect the diversity of their local community for extensive study. These communities represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures.

The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, key ideas and the social studies practices may be presented in any order.

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about a world community.
2. Recognize and use different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Recognize arguments and identify evidence.
7. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how three or more events are related to one another.
2. Employ mathematical skills to measure time in years and centuries.
3. Identify causes and effects using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
5. Recognize continuity and change over periods of time.
6. Recognize periods of time such as decades and centuries.
7. Recognize and identify patterns of continuity and change in world communities.

C. Comparison and Contextualization

1. Identify a world region by describing a characteristic that places within it have in common.
2. Identify multiple perspectives by comparing and contrasting people's point of view in differing world
3. communities.
4. Describe a historical event in a world community.
5. Recognize the relationship among geography, economics, and history in world communities.
6. Describe a historical development in a world community with specific details including time and place.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
2. 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).
3. 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.
4. Recognize a process that applies to population and a resulting pattern.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the cost and benefits of economic decisions.
2. Identify the variety of resources available in a particular world community used to produce goods and/or provide services.

3. Identify the products found in world communities and the various ways people in those communities pay for products.
4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.
5. Explore the types of governments in world communities and services they provide to citizens.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom, school, or world community issue or problem.
3. Identify different types of political systems found in world communities.
4. Identify opportunities for and the role of the individual in social and political participation in the school, community, or world community.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required and suggest solutions.
7. Identify leaders of world communities and the president of the United States; identify similarities and
8. differences in their roles.
9. Identify rights and responsibilities within the community and compare them to those in world communities.

GRADE 4: SOCIAL STUDIES PRACTICES

Grade 4 Social Studies is focused on *New York State and Local History and Government* and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the state's history from before the European colonial era to the modern period. The key ideas allow teachers to make connections to present-day New York and the local community. These include Key Ideas 4.4 Government and 4.6 Westward Movement and Industrialization.

A. Gathering, Using, and Interpreting Evidence

1. Develop questions about New York State, its history, geography, economics and government.
2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Recognize arguments and identify evidence.

7. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another.
2. 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.
3. Identify the relationship between multiple causes and multiple effects using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of a current event or an event in history.
5. Recognize dynamics of historical continuity and change over periods of time.
6. Use periods of time such as decades and centuries to put events into chronological order.
7. Recognize and identify patterns of continuity and change in New York.

C. Comparison and Contextualization

1. 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.
2. Identify multiple perspectives from an historical event.
3. Describe and compare New York State historical events.
4. Recognize the relationship among geography, economics, and history in social studies.
5. Describe historical developments in New York State with specific detail including time and place.

D. Geographic Reasoning

1. Use location terms and geographic representations (maps 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.
2. 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).
3. Identify how environments affect human activities and how human activities affect physical environments.
4. Recognize relationships among patterns and processes.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.
2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.
4. Explain why individuals and businesses specialize and trade.
5. Explain the meaning of unemployment.
6. Explain the ways the government pays for the goods and services it provides, including tax revenue.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify different types of political systems used at various times in New York State history and, where
4. appropriate, United States history.
5. Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
6. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
7. Identify situations in which social actions are required and suggest solutions.
8. Identify people in positions of power and how they can influence people's rights and freedom.
9. Identify rights and responsibilities as a citizen within your community and state.

GRADE 5: SOCIAL STUDIES PRACTICES

Grade 5 Social Studies is based on the history and geography of *The Western Hemisphere*, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.3 European Exploration and its Effects, 5.6 Government, and 5.7 Economics.

A. Gathering, Interpreting and Using Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. 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).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

B. Chronological Reasoning

1. Explain how events are related chronologically to one another in time.
2. 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.
3. Identify causes and effects using examples from current events or grade-level content and historical events.
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
7. Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
8. Recognize and identify patterns of continuity and change in history.
9. Understand the role of periodization as a practice in history and social studies.

C. Comparison and Contextualization

1. 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.
2. Categorize divergent perspectives of an individual historical event.
3. Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
5. 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.

D. Geographic Reasoning

1. 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.
2. 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.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. Describe how human activities alter places and regions in the Western Hemisphere.
6. Recognize that boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
2. Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
3. 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.
4. Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
5. Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
6. Describe government decisions that affect economies in case studies from the Western Hemisphere.

F. Civic Participation

1. 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.
2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.
4. 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.
5. Participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. 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.
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere

GRADE 6: SOCIAL STUDIES PRACTICES

Grade 6 Social Studies is based on the geography and history of *The Eastern Hemisphere*, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the

opportunity to explore belief systems across time and to examine the foundations of democracy. Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere; 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates; and 6.7 Interactions Across the Eastern Hemisphere.

A. Gathering, Interpreting and Using Evidence

1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. 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).
3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.
4. Describe the arguments of others.
5. Identify implicit ideas and draw inferences, with support.
6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.

B. Chronological Reasoning

1. Identify ways that events are related chronologically to one another in time.
2. 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.
3. Identify causes and effects from current events, grade-level content, and historical events.
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. 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.
7. Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.
8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.
9. Understand that historians use periodization to categorize events. Describe general models of periodization in history.

C. Comparison and Contextualization

1. 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.
2. Categorize and evaluate divergent perspectives on an individual historical event.
3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.

5. 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.
6. Understand the roles 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.

D. Geographic Reasoning

1. 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 between places, and to evaluate the benefits of particular places for purposeful activities.
2. 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; identify the relationship between human activities and the environment.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.
5. Describe how human activities alter places and regions in the Eastern Hemisphere.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions.
2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.
3. Compare market economies to other economic systems in the Eastern Hemisphere.
4. Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.
5. Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.
6. Describe government decisions that affect economies in case studies from the Eastern Hemisphere.

F. Civic Participation

1. 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.
2. Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.

3. 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.
4. 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 Eastern Hemisphere.
5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. 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.
8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.
9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.

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