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# **K-12 National Directory on Canada in the American Curriculum**

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Center for the Study of Canada  
State University of New York  
College at Plattsburgh  
133 Court Street  
Plattsburgh, New York 12901  
(518) 564-2086; [canada@plattsburgh.edu](mailto:canada@plattsburgh.edu)  
[www.plattsburgh.edu/offices/academic/cesca](http://www.plattsburgh.edu/offices/academic/cesca)

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## INTRODUCTION

The K-12 National Directory on Canada is a summary of where in each state's curriculum Canada or Canadian content is included. Arranged alphabetically by state, it offers a synopsis of state content standards which prescribe or mention the study of Canada. This inventory of Canadian content in the American curriculum is organized in three categories:

### **Required Canadian content in state standards:**

Under this heading the reader will find a list of standards which prescribe the study of Canada at a given grade. The state standards specifically name Canada, major Canadian cities, or other specific aspects of Canadian geography, history, culture.

### **Recommended Canadian content:**

Under this category, the state social studies curriculum *includes* or *suggests as an example* Canada or specifically Canadian topics "e.g.", "for example", or "including": Canada, NAFTA, Quebec, NATO, Great Plains Region, and specifically named Canadian aboriginal nations.

### **Suggested Canadian content:**

The compilers of this directory suggest that Canada and Canadian Studies can be included in the curriculum if it covers these topics which lend themselves to the inclusion of Canadian content.

- Allies
- Arctic, Polar Regions
- Explorers, European settlement/colonization of North America
- Geography
- Other government systems
- Native Americans
- North America, Western Hemisphere
- Trade, International Trade
- Vikings
- War of 1812

### PLEASE NOTE:

- The following summary relies on what is published on each state's department of education website as of January/February 2013.
- Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects are in some states replacing specific social studies standards. For explanation of the Common Core, see: [www.corestandards.org/ELA-Literacy/RH/6-8](http://www.corestandards.org/ELA-Literacy/RH/6-8).
- Contact information for state social studies specialists and presidents of social studies councils was collected from <https://sites.google.com/a/ngs.org/cs4/directory> and [www.socialstudies.org/getinvolved/ncssaffiliatecouncils](http://www.socialstudies.org/getinvolved/ncssaffiliatecouncils).

**ALABAMA**

**Required Canadian content in state standards:** No specific unit

**Recommended Canadian content:**

Grade 7 Geography: Describe the relationship between locations of resources and patterns of population distribution in the Western Hemisphere. Example, fish from Canada.

Grades 9-12 World Geography: Explain the diversity of human characteristics in major geographic realms and regions of the world. Examples: North America, Middle and South America, Europe, Russia, Africa, Southwest Asia, Middle East, South Asia, East Asia, Pacific. Tracing global and regional effects of political and economic alliances such as NATO, OPEC, and NAFTA.

Grade 12-Economics, Contrasting economic systems of various countries with the market system of the United States. Examples: Japan, Germany, United Kingdom, China, Cuba, North Korea, Mexico, Canada, transitioning economies of former Soviet Union. Explain basic elements of international trade. Examples: OPEC, General Agreement on Tariffs and Trade (GATT), NAFTA, European Economic Community (EEC), European Union.

**Suggested Canadian content:**

Grade 5 – US History Beginnings to 1877, Describe how geography and natural resources of different regions of North America impacted different groups of Native Americans. Describe cultures, governments, economies, and religions of different groups of Native Americans. Identify the issues that led to the War of 1812. Describe major events occurring during the War of 1812.

Grade 7 Citizenship: Compare the government of the United States with other governmental systems.

Grade 12-U.S. Government, (Foreign Policy of the U.S.). Identify traditional foreign policies allies of the United States and potential areas of current and future intervention.

Alabama curriculum standards can be accessed at: <http://alex.state.al.us/search.php>

**ALABAMA State Social Studies Specialist**

**Ms. Nettie Carson-Mullins**

Regular Member | CS4 member since 2006

E-mail: [ncarson-mullins@alsde.edu](mailto:ncarson-mullins@alsde.edu)

Voice: 334.353.5617

FAX: 334.242.0482

Education Specialist

Alabama Department of Education

Curriculum and Instruction

P.O. Box 302101

50 North Ripley Street

Montgomery, AL 36104

**Alabama Council for the Social Studies - <http://alsocialstudiesonline.org/>**

Ruth S. Busby, President

Assistant Professor, Troy University

307 Hawkins Hall Troy, AL. 36082

[rsbusby@troy.edu](mailto:rsbusby@troy.edu)

**ALASKA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** (Social Studies not updated since 1996)

Elementary Level Geography: How humans and physical environments interact. Graph changes in settlement patterns in the Alaskan and Yukon gold fields from 1896-1910.

Middle Level Geography: Human and physical features of places and regions. Compare, contrast and predict the cultural lifestyles of people having similar latitudes as AK, including Canada, Greenland, Russia, and Scandinavia.

Middle Level History: Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events. Consider forests from the points of view of a 17th century English shipbuilder; American pioneer, farmer, 20th century environmentalist; railroad builder; gold rusher on the Yukon River, Athabaskan hunter. Investigate the relationship between the abundance of resources in the Northwest Coast and the elaboration of Tlingit, Haida, and Tsimshian social systems and material culture.

**Suggested Canadian Content:**

Geography content standards include: A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

Government and Citizenship content standards include: A student should understand the role of the US in international affairs. A student should understand the economies of the US and the state and their relationships to the global economy.

World Languages content standards include: A student should expand the student's knowledge of peoples and cultures through language study. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

Alaska curriculum frameworks can be accessed [www.eed.alaska.gov/tls/frameworks2/home.shtml](http://www.eed.alaska.gov/tls/frameworks2/home.shtml) , and the content and performance standards at [www.eed.state.ak.us/standards/pdf/standards.pdf](http://www.eed.state.ak.us/standards/pdf/standards.pdf)

**ALASKA State Social Studies Specialist**

**Ms. Marjorie Menzi**

Associate Member | CS4 member since 1986

E-mail: [thanelanding@gci.net](mailto:thanelanding@gci.net)

Voice: 907.586.1714

Project Director

Alaska Humanities Forum

AK History & Cultural Studies Curriculum Project

6000 Thane Road

Juneau, AK 99801

**Alaska Council for the Social Studies - [www.akcss.org](http://www.akcss.org)**

John Trampush, President

Contact: [trampush\\_john@asdk12.org](mailto:trampush_john@asdk12.org)

**ARKANSAS**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 5 History: Examine the impact of early exploration and settlement patterns of the Spanish, British, and French in North America (e.g., Roanoke, Jamestown, St. Augustine, Quebec, Santa Fe)

Grade 6 Geography: Physical and spatial characteristics and applications of geography. Explain the importance of the major river systems of the United States and Arkansas: Arkansas River, Colorado River, Mississippi River, Ohio River, St. Lawrence River

**Suggested Canadian content:**

Grade 4 Geography: Forms and roles of government. Recognize that there are different forms of government throughout the world.

Grade 5 History: Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas. Describe causes of the War of 1812 and analyze the its effectson the US.

Grade 7 History: Examine the development of ancient non-European civilizations: Africa, the Americas, Asia

Grade 9-12 World Geography: Investigate the economic interdependence of countries and regions over time (e.g., North American Free Trade Agreement, Organization of Petroleum Exporting Countries, European Union)

Grade 9-12 World History: Investigate the cultures that developed in the Americas prior to European exploration (e.g., Maya, Inca, Aztec, and North American Indian tribes). Describe economic interdependence of nations [e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Trade and Tariffs (GATT), European Economic Union (EEU), Organization of Petroleum Exporting Countries (OPEC)]

Arkansas curriculum standards can be accessed at [www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks](http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks)

**ARKANSAS State Social Studies Specialists**

<p><b>Ms. Maggie Herrick</b>                  Regular Member   CS4 member since 2004                  Past President CS4                  E-mail: <a href="mailto:margaret.herrick@arkansas.gov">margaret.herrick@arkansas.gov</a>                  Voice: 501.682.6584                  Public School Program Advisor for Social Studies                  Arkansas Department of Education                  Curriculum and Instruction                  Four State Capitol Mall, Room 301-B                  Little Rock, AR 72201</p>	<p><b>Ms. Sheree Baird</b>                  Regular Member   CS4 member since 2004                  E-mail: <a href="mailto:sheree.baird@arkansas.gov">sheree.baird@arkansas.gov</a>                  Voice: 501.683.0902                  FAX: 501.683.0585                  Social Studies Specialist                  Arkansas Department of Education                  Curriculum, Assessment and Research                  Four Capitol Mall                  Room 202-A                  Little Rock, AR 72201</p>	<p><b>Ms. Taniesa Moore</b>                  Regular Member   CS4 member since 2009  <a href="mailto:Taniesa.Moore@arkansas.gov">Taniesa.Moore@arkansas.gov</a>                  Voice: 501.683.0906                  FAX: 501.683.0585                  Regular Member   CS4 member since 2009                  Social Studies Program Advisor                  AR Department of Education                  Curriculum, Assessment and Research                  Four Capitol Mall                  Room 202-A                  Little Rock, AR 72201</p>
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**Arkansas Council for the Social Studies - <http://www.arsocialstudies.org/>**

Laura Richards, President

**ARIZONA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 3: Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernando de Soto) and their discoveries in the New World. Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.

**Suggested Canadian Content:**

Grade 5: Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization. Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernando de Soto in the New World.

Grade 9-12: Impact of expansion and colonization on Africa, the Americas, and Asia. Analyze how the following events affected the political transformation of the developing nation: Jefferson's Presidency, War of 1812, Jackson's Presidency. Identify how economic incentives and geography influenced early American explorations: explorers, and fur traders. Describe the effects of international trade on the United States and other nations.

Arizona curriculum standards can be accessed at [www.azed.gov/standards-practices/social-studies-standard](http://www.azed.gov/standards-practices/social-studies-standard)

**ARIZONA State Social Studies Specialist**

**Mr. John Balentine**

Regular Member | CS4 member since 2011

E-mail: [John.Balentine@azed.gov](mailto:John.Balentine@azed.gov)

Voice: 602.364.1981

FAX: 602.364.0902

Education Program Director/K-12 Social Studies

K-12 Academic Standards/Standards, Curriculum and Instruction

Arizona Department of Education

1535 West Jefferson Street Bin#5

Phoenix, AZ 85007

**Arizona Council for the Social Studies - [www.azsocialstudies.org/](http://www.azsocialstudies.org/)**

Debbie Henney, President

**CALIFORNIA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 8 History and Geography: Students analyze U.S. foreign policy in the early Republic. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe.

Grade 11 U.S. History and Geography: Hemispheric Relationship in the Postwar Era Hemispheric Relationship in the Postwar Era. A study of postwar relationships between the United States and Canada should note the long history of peaceful, negotiated settlement of problems between these nations. To ascertain certain problems, students should become sensitive to the Canadian perspective and to Canada's heavy economic dependence on its forest products and its oceanic grounds. In turning to the World court to settle fishing rights to the prolific Georges Bank fishing grounds off Nova Scotia, the United States and Canada provide an important case study in peaceful arbitration between nations. Among the unresolved problems confronting these two nations is the problem of acid rain, an issue of global interdependence that concerns other nations in the industrialized world today.

**Suggested Canadian content:**

Grade 5—United States History and Geography: Making a New Nation, Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. The Land and People Before Columbus, and Age of Exploration

Grade 12 Principles of Economics, Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

California curriculum standards can be accessed at [www.cde.ca.gov/ci/hs/cf/index.asp](http://www.cde.ca.gov/ci/hs/cf/index.asp)

**CALIFORNIA State Social Studies Specialist**

**Ms. Cricket F.L. Kidwell**

Associate Member | CS4 member since 2001

E-mail: [cfkidwell@tcoek12.org](mailto:cfkidwell@tcoek12.org)

Voice: 530.623.2861 Ext. 253

FAX: 530.623.4489

Ed.D., Director of Curriculum and Instruction

Trinity County Office of Education

P.O. Box 1256

Weaverville, CA 96093

**California Council for the Social Studies** – [www.ccss.org](http://www.ccss.org)

Brent Heath, President

**COLORADO**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 6 History: . The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere.

**Suggested Canadian content:**

Grade 5 History: Analyze historical sources from multiple points of view to develop an understanding of historical context. Create timelines of eras and themes in North America from 1491 through the American Revolution. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from 1491 through the American Revolution. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government.

Grade 5 Geography: Causes and consequences of movement. Technology has influenced movement to, colonization of, and the settlement of North America.

Grade 6 Geography: Identify physical features and explain their effects on people in the Western Hemisphere. Give examples of how people have adapted to their physical environment. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere.

Grade 6 Civics: Analyze the interconnectedness of the United States and other nations. Nations are interconnected and affect each other on a daily basis. Technology provides daily information regarding the interaction between the United States government and other nations. Compare multiple systems of government.

Grade 7 Civics: Different forms of government and international organizations and their influence in the world community. Compare different forms of government in the world and how they derive their authority. Evaluate how various nations interact, resolve their differences, and cooperate. Analyze conflicts among nations including causes and consequences. Describe common interests and evaluate examples of global collaboration. Use criteria that identify the attributes of a good government and apply to specific examples.

Grade 8 Economics: Economic freedom, including free trade, is important for economic growth. The understanding of trade and collaboration within the market economy is important to business and individual economic success. Analysis of the positive and negative impacts of trade agreements is critical to a nation's economy. International trade policies.

Grades 9-12 Geography: The interconnected nature of the world, its people and places

Grades 9-12 Economics: Economic policies affect markets

Grades K-12 World Language: Students acquire and use knowledge of cultures while developing foreign language skills

Colorado curriculum standards can be accessed at

[www.cde.state.co.us/StandardsAndInstruction/ContentAreas.asp](http://www.cde.state.co.us/StandardsAndInstruction/ContentAreas.asp)

**Colorado Council for the Social Studies - [www.cosocialstudies.org/](http://www.cosocialstudies.org/)**

Sara Shackett, President

Contact: [info@cosocialstudies.org](mailto:info@cosocialstudies.org)



**COLORADO State Social Studies Specialists**

<p><b>Ms. Nancy I. Brown</b> Associate Member   CS4 member since 1973 E-mail: <a href="mailto:nancybrown5181@comcast.net">nancybrown5181@comcast.net</a> Voice: 719.473.8278 Brown &amp; Associates, LLC 1127 North Prospect Street Colorado Springs, CO 80903-2642</p>	<p><b>Dr. G. Dale Greenawald</b> Associate Member   CS4 member since 1982 E-mail: <a href="mailto:DGGreenawal@aol.com">DGGreenawal@aol.com</a> Voice: 720.406.1173 or 720.565.1841 Executive Director Emeritus Colorado Close Up 2020 Oak Ave. Boulder, CO 80304</p>
<p><b>Ms. Peggy Altoff</b> Associate Member   CS4 member since 1988 E-mail: <a href="mailto:paltoff@msn.com">paltoff@msn.com</a> Voice: 719-231-5199 Consultant and Retired Curriculum Facilitator 530 C Autumn Crest Circle Colorado Springs, CO 80919</p>	<p><b>Ms. Marianne Kenney</b> Associate Member   CS4 member since 1993 E-mail: <a href="mailto:marianne_kenney@dpsk12.org">marianne_kenney@dpsk12.org</a> Voice: 303-551-3373 FAX: 720-423-3150 Social Studies Instructional Specialist Denver Public Schools Office of Instructional Superintendent 900 Grant Street - 7th floor Denver, CO 80203</p>
<p><b>Dr. Stephanie Hartman</b> Regular Member   CS4 member since 2006 President CS4 E-mail: <a href="mailto:hartman_s@cde.state.co.us">hartman_s@cde.state.co.us</a> Voice: 303.866.6764 FAX: 303.866.6647 Social Studies Content Specialist Colorado Department of Education 201 East Colfax Avenue Room 409 Denver, CO 80203</p>	

**CONNECTICUT**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 4: The study of significant events, people and geographic features of CT in the past and today, with comparisons to other US states and one or more states, provinces, and/or areas in other countries.

**Suggested Canadian content:**

Grade 6/7 History: World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g. French and Indian Wars). Identify examples of interactions between the US and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disaster, UN peacekeeping). Compare and contrast historical events in other nations with those in U.S. history (e.g. settlement, revolution, U.S. Constitution, effects of natural disasters).

Grade 6/7 Geography: Interaction of humans and the environment. Describe how civilizations used technology to manipulate the environment (e.g. canals, dams, landfill projects). Compare two countries/regions or two historical periods in the same country/ region using visual representations (e.g. charts, maps, graphs).

Grade 6/7 Civics: Compare and contrast different forms of governance in the past and present (e.g. monarch, dictatorship, representative democracy, parliament).

Grades 9-12: World History/International Studies—Whether using a chronological or thematic approach, this required course should include a significant amount of 20th/21st century material with review of earlier events where necessary to provide appropriate background and context. Evaluate the changing role of US participation and influence in world affairs (e.g. trade, UN, NATO, globalization). Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels (e.g. Amnesty International, Geneva Conventions, UN Declaration of Human Rights).

Connecticut curriculum standards can be accessed at [www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320898](http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320898) ; [www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/CT\\_Social\\_Studies\\_Curriculum\\_Framework\\_2011.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/CT_Social_Studies_Curriculum_Framework_2011.pdf)

**CONNECTICUT State Social Studies Specialist**

Vacant

E-mail:

Voice: 860.713.6744

FAX: 860.713.7018

Social Studies Consultant

Connecticut State Department of Education

Division of Teaching, Learning and Assessment

165 Capitol Avenue

Room 215

Hartford, CT 06106

**Connecticut Council for the Social Studies** – [www.ctsocialstudies.org](http://www.ctsocialstudies.org)

Jon Tully, President

**DELAWARE**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 7 Economics: Nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade. Analyze the impact of free trade agreements on consumers, workers, and producers, e.g. NAFTA, CAFTA

Grades 9-12 Geography: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity. Students should recognize that regions and their boundaries are not always permanent, since the conditions that created them may have changed over time. For instance, the regional boundaries of [Native American tribes](#) prior to European settlement were severely disrupted or obliterated after many Native American groups were forcibly moved from their original lands. On the other hand, in [Northern Canada](#), assertion of Native American rights has produced a new set of regional self-governing territories, such as Nunavut.

**Suggested Canadian content:**

Grade 4 Civics: Compare basic structures of various governments beyond the U.S. borders

Grade 5 Economics: International trade links countries around the world and can improve the economic welfare of nations

Grades 9-12 Civics: Understand the structure and purposes of different governments around the world differ in terms of ideologies, cultures, values, and histories

Delaware curriculum standards can be accessed at

[www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/socialstudies.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/socialstudies.shtml)

**DELAWARE State Social Studies Specialist**

**Mr. Preston Shockley**

Regular Member | CS4 member since 2006

E-mail: [pshockley@doe.k12.de.us](mailto:pshockley@doe.k12.de.us)

Voice: 302.735.4180

FAX: 302.739.3744

Education Associate - Social Studies

Delaware Department of Education

Curriculum, Instruction, and Professional Development

401 Federal Street Suite 2

Dover, DE 19901

**Delaware Council for the Social Studies**

Carlo Testa, President

Contact: [carlo.testa@nccvt.k12.de.us](mailto:carlo.testa@nccvt.k12.de.us)

<b>DISTRICT OF COLUMBIA</b>
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**Required Canadian content in state standards:**

Grade 11 US History and Geography: Explain the major goals of the North American Free Trade Agreement (NAFTA) and its impact on the U.S., Mexican, and Canadian economies

**Recommended Canadian content:**

Grade 4 US History and Geography: Land and people before European exploration. Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g., Inuits, Anasazi, Mound Builders, the Caribs).

**Suggested Canadian content:**

Grade 2 Geography: Students describe the North American landscape, indigenous adaptations to it, and modifications to it.

Grade 4 US History and Geography: Age of Exploration. Locate the North, Central, Caribbean, and South American land claimed by European countries. Describe the economic activities within and among Native American cultures prior to contact with Europeans. Settling the Colonies. Describe the competition between European nations for control of North America.

Grade 8 US History and Geography: Our Colonial Heritage. Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans. Launching the young nation. Explain the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events that led to a final peace. Identify on a map the changing boundaries of the United States and the relationships the country had with its neighbors (currently Mexico and Canada) and Europe.

Grade 10 World History and Geography: Trace the importance of trade and regional trade treaties (e.g., NAFTA, MERCOSUR, CAFTA, and CARICOM).

Grades 9-12 Economics: Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond U.S. borders. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of 20th-century trade among countries in the Western Hemisphere.

Grades 6-12 Modern World Languages: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and of the relationship between the products and perspectives of the culture studied.

District of Columbia curriculum standards can be accessed at

<http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning/What+your+child+is+learning+and+expected+to+know+in+grades+K-12>

**DISTRICT OF COLUMBIA Social Studies Specialists**

<p><b>Mr. Scott Abbott</b>  Regular Member   CS4 member since 2012  E-mail: <a href="mailto:scott.abbott@dc.gov">mailto:scott.abbott@dc.gov</a>.  Voice: 704.650.5636  Social Studies Specialist  District of Columbia Public Schools  Office of the Chief Academic Officer  1200 First Street, NE  Washington, DC 20002</p>	<p><b>Mrs. Renee Jefferson-Copeland</b>  Organizational Member   CS4 member since 2008  E-mail: <a href="mailto:Renee.Jeffersoncopeland@census.gov">Renee.Jeffersoncopeland@census.gov</a>  Voice: 301.763.6676  FAX: 301.763.6831  Chief  US Census Bureau  Census In Schools  4600 Silver Hill Road  Washinton, D.C. 20233</p>
<p><b>Ms. Susan Griffin</b>  Organizational Member   CS4 member since 2000  E-mail: <a href="mailto:sgriffin@ncss.org">sgriffin@ncss.org</a>  Voice: 202.966.7840  FAX: 202.966.2061  Executive Director  National Council for the Social Studies  3501 Neward Street, NW  Washington, D.C. 20016</p>	<p><b>Mrs. Patricia Watson</b>  Associate Member   CS4 member since 2004  E-mail: <a href="mailto:twatson@erols.com">twatson@erols.com</a>  Voice: 202.966.7580  FAX:  Consultant  Census in Schools  6676 32nd Place N.W.  Washington, D.C. 20015</p>
<p><b>Mr. John Craig</b>  Associate Member   CS4 member since 2001  E-mail: <a href="mailto:jcraig@air.org">jcraig@air.org</a>  Voice: 202.403.5694  FAX:  Senior Test Development Specialist  American Institutes for Research  1000 Thomas Jefferson St. N.W.  Room 5243  Washington, D.C. 20007</p>	<p><b>Mr. Justin Rydstrom</b>  Organizational Member   CS4 member since 2010  E-mail: <a href="mailto:rydstrom@civiced.org">rydstrom@civiced.org</a>  Voice: 202.861.8800  FAX: 202.861.8811  Program Manager, Government Relations  Center for Civic Education  DC We the People Programs  1743 Connecticut Avenue NW  Washington, D.C. 20009</p>
<p><b>Dr. Brenda Smith Barr</b>  Associate Member   CS4 member since 1995  Past President  E-mail: <a href="mailto:brbarr@ngs.org">brbarr@ngs.org</a>  Voice: 202.857.7379  FAX: 202-429-5701  Director, Alliance Programs  National Geographic Society  1145 17th Street N.W.  Washington, D.C., 20036-4688</p>	

**FLORIDA****Required Canadian content in state standards:**

Grade 2 Geography: Use a map to locate the countries in North America (Canada, Mexico and Caribbean)

Grade 3 Economics: Distinguish between currencies used in the US, Canada, Mexico and Caribbean

Grade 3 Geography: Label the countries and commonwealths in North America (Canada, US, Mexico) and in the Caribbean. Describe the physical features, natural and man-made landmarks, climate, vegetation, natural resources, how environment influences settlement patterns, identify the settled cultures, and compare cultural characteristics of diverse populations in the US, Canada, Mexico and the Caribbean.

Grade 7 Geography: Interpret maps to identify geopolitical divisions and boundaries of places in North America. Explain how major physical characteristics, natural resources, climate and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America; Explain the major cultural regions of North America. Use maps to describe location, abundance and variety of natural resources in North America. Explain cultural diffusion throughout North America.

**Recommended Canadian content:**

Grade 5 Geography: Identify, compare cultural aspects of Native American tribes from different geographic regions of North America (e.g. Pacific Northwest)

Grade 8: Compare the relationships among the British, French, Spanish and Dutch in their struggle for colonization of North America

**Suggested Canadian Content:**

Grade 2 Economics: Recognize that the US trades with other nations.

Grade 5 History: Describe interactions among Native Americans, Africans, English, French, Dutch and Spanish for control of North America. Identify causes and effects of the War of 1812;

Grade 8 History: Explain the consequences of the French and Indian War in British policies for the American colonies.

Grades 9-12 Economics: Analyze the rise of regional trade blocs such as the European Union and NAFTA

Florida curriculum standards can be accessed at [www.fldoe.org/bii/curriculum/sss/](http://www.fldoe.org/bii/curriculum/sss/)

**FLORIDA State Social Studies Specialist**

**Ms. Patricia Ceci**

Regular Member | CS4 member since 2010

E-mail: [patty.ceci@fldoe.org](mailto:patty.ceci@fldoe.org)

Voice: 850.245.0903

FAX: 850.245.0826

Regular Member | CS4 member since 2010

Social Studies Specialist

Florida Department of Education

Bureau of Instruction and Innovation

325 W. Gaines Street Suite 424

Tallahassee, FL 32399

**Florida Council for the Social Studies - <http://www.fcss.org/>**

Joanna Wetzl, President

**GEORGIA****Required Canadian content in state standards:**

Grade 6 Geography: Locate selected features of Canada. Locate on a world and regional political-physical map the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains. Explain the impact of location, climate, distribution of natural resources and population distribution on Canada. Discuss environmental issues in Canada.

Grade 6: Unit 8- Canada Today; Unit 9- Environmental and Economic Forces in Canada

Grade 6 Civics: Explain the structure of the national government of Canada.

Grade 6 Economics: Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil. Explain the importance of voluntary trade and how it benefits Latin America, the Caribbean, and Canada. Explain the function of NAFTA.

Grade 6 History: Analyze important 20<sup>th</sup> century issues in Canada. Describe the influence of the French and English on the language and religion of Canada. Explain how Canada became an independent nation. Describe Quebec's independence movement.

Grades 9-12 US History: Describe European settlement in North America during the 17<sup>th</sup> century. Explain the reasons for French settlement of Quebec.

Grade 9-12 World Geography: Unit 8 -Physical and Human Systems of Canada and the United States. Describe the interaction of physical and human systems that have shaped contemporary Canada and the US.

**Recommended Canadian content:**

Grade 4 History: The student will describe how early Native American cultures developed in North America. Locate where the Native Americans settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole). The student will describe European exploration in North America.

Grades 9-12 Economics: List specific examples of trading blocs such as the EU, NAFTA, and ASEAN

Grades 9-12 World History: Emerging Global World. Explain the roles of explorers including Samuel de Champlain and how did their actions help forge a global world.

**Suggested Canadian content:**

Modern Languages & Latin: French Thematic Units explore life in French-Speaking countries of the world.

Georgia curriculum standards can be accessed at [www.georgiastandards.org/Pages/default.aspx](http://www.georgiastandards.org/Pages/default.aspx) and [www.georgiastandards.org/Standards/Pages/default.aspx](http://www.georgiastandards.org/Standards/Pages/default.aspx)

**Georgia Council for the Social Studies** – [www.gcss.net](http://www.gcss.net)

Laura McCarty, President

**GEORGIA State Social Studies Specialists**

<p><b>Dr. Shaun Owen</b>  Regular Member   CS4 member since 2009  E-mail: <a href="mailto:sowen@doe.k12.ga.us">sowen@doe.k12.ga.us</a>  Voice: 404.657.0313  FAX: 404.656.5744  Social Studies Program Specialist (6-12)  Georgia Department of Education  Office of Academic Standards  1754 Twin Towers East  205 Jesse Hill Jr. Dr. SE  Atlanta, GA 30334</p>	<p><b>Dr. Glen Blankenship</b>  Associate Member   CS4 member since 1993  E-mail: <a href="mailto:gblankenship@gsu.edu">gblankenship@gsu.edu</a>  Voice: 404.413.7821  FAX: 404.413.7827  Associate Member   CS4 member since 1993  Associate Director &amp; Chief Program Officer  Georgia Council on Economic Education  P.O. Box 1619  Atlanta, GA 30301-1619</p>	<p><b>Dr. Judy Butler</b>  Associate Member   CS4 member since 1987  E-mail: <a href="mailto:jbutler@westga.edu">jbutler@westga.edu</a>  Voice: 678.839.6079  FAX: 678.839.6195  Associate Professor of Education  University of West Georgia  College of Education  91 Old Mill Court  Carrollton, GA 30117</p>
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**HAWAII**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 5 History: European exploration, Migration, Settlement. Describe the journey of one European explorer to the Americas. Contrast the views and beliefs of Europeans and the Native Americans. Describe conflicts between Europeans and Native Americans and between European powers.

Grade 8 World Geography: World in spatial terms. Understand the nature and interaction of geographic regions and societies around the world.

Grade 11 World History: Explain the impact of the exploratory and commercial expeditions in the 15th and 16th century including European voyages to North America, and the effects of global exchanges in the Americas, Europe, Asia, and Africa.

Grades 9-12 Geography: Investigate the relationships among resources (e.g., gold, water, oil, fish), their distribution by humans, and the exploration, colonization, and settlement of different regions of the world (e.g., mercantilism, imperialism, Gold Rush, Alaska pipeline)

Grades 9-12 Civics: Explain the influence of international organizations (e.g., NATO, United Nations, World Trade Organization) on U.S. foreign and domestic policies

Grades 9-12 Global Studies: Explains scenarios for the possible effects of global warming (e.g. desertification in Africa, rising sea levels in the Pacific, melting polar ice sheets).

Hawaii curriculum standards can be accessed at <http://165.248.30.40/hcpsv3/index.jsp>

### **HAWAII State Social Studies Specialist**

#### **Ms. Rosanna Fukuda**

Regular Member | CS4 member since

Executive Board CS4

E-mail: [Rosanna\\_Fukuda@notes.k12.hi.us](mailto:Rosanna_Fukuda@notes.k12.hi.us)

Voice: 808-733-9141# 303

FAX: 808.735.8227

Specialist for Social Studies

Hawaii Department of Education

Instructional Services Branch

ISS, ISB, Room 119, Social Studies Program

475 22nd Avenue

Honolulu, Hi 96816

**Hawaii Council for the Social Studies – [www.hicsocial.org](http://www.hicsocial.org)**

Conference Coordinator:

Ms. Joelle Vega - [social@hicsocial.org](mailto:social@hicsocial.org)

**IDAHO**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 5 History: Describe the interactions between European colonists and established societies in North America.

Grades 6-9 Geography Western Hemisphere: Examine the impact of Europeans on indigenous cultures in the Western Hemisphere. Identify the names and locations of countries and major cities, major physical characteristics of regions; patterns of population distribution and growth in the Western Hemisphere. Describe major cultural characteristics of regions in the Western Hemisphere. Analyze the locations of the major manufacturing and agricultural regions; discuss how land forms and water, climate, and natural vegetation have influenced historical trends and developments; describe how different economic systems answer the basic economic questions on what to produce, how to produce, and for whom to produce. Identify the major forms of government.

Grades 6-12 US History: Compare and contrast the different cultural and social influences that emerged in the North American colonies. Compare and contrast early cultures and settlements that existed in North America prior to European contact. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812.

Grades 9-12 Economics: Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO. [NAFTA would fit here]

Grades 9-12 American Government: Identify and evaluate the role of the United States in international organizations and agreements, such as the United Nations, NAFTA, and humanitarian organizations.

Idaho curriculum standards can be accessed at [www.sde.idaho.gov/site/content\\_standards/](http://www.sde.idaho.gov/site/content_standards/)

**IDAHO State Social Studies Specialist**

**Mr. Peter Kavouras**

Regular Member | CS4 member since 2004

E-mail: [pgkavouras@sde.idaho.gov](mailto:pgkavouras@sde.idaho.gov)

Voice: 208.332.6975, FAX: 208.334.2228

Director, Content Areas and Instructional Services

Idaho State Department of Education

Division of Innovation and Choice

650 West State Street / P.O. Box 83720

Boise, ID 83720-0027

**Idaho Council for the Social Studies**

Peter Kavouras, President

Contact: [pgkavouras@sde.idaho.gov](mailto:pgkavouras@sde.idaho.gov)

**ILLINOIS****Required Canadian content in state standards:**

Grade 11 History: Identify the development of U.S. foreign policy from the American Revolution to the U.S. Civil War, including: Washington's Farewell Address, changing boundaries of the United States and relationships the country had with Mexico, Canada, and the European powers.

**Recommended Canadian content:**

Grade 11 Economics: Understand the significance of watershed U.S. economic policies, including: the gold standard, minimum wage legislation, federal banking system, and NAFTA.

**Suggested Canadian content:**

Grades 1-5 Civics: Understand the structures and functions of the political systems of Illinois, the United States, and other nations. Understand United States foreign policy as it relates to other nations and international issues. Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF) [NAFTA could be included].

Grades 6-12: Understand the structures and functions of the political systems of Illinois, the United States, and other nations. Understand United States foreign policy as it relates to other nations and international issues. Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF) [NAFTA could be included]. Evaluate the costs and benefits of the United States government in maintaining relationships with international organizations (e.g., the United Nations, NATO). Understand Illinois, United States, and world environmental history. Identify the origins and describe the development of significant environmental issues confronting Asia, Africa, South America, North America, Australia, and the arctic regions.

Grade 8 History: Identify the development of U.S. foreign policy from the American Revolution to the U.S. Civil War, including: Washington's Farewell Address, major treaties with American Indian Nations, the Louisiana Purchase, the causes and effects of the War of 1812.

Grade 11 History: Understand characteristics of conflicts among colonists and between the English colonies and other European powers in the early settlement period (e.g., causes and effects of the Seven Years War; characteristics of class conflict, rural versus settled, and home rule versus colonial rule in the colonies; economic, ideological, religious, and nationalist forces that influenced competition among the English, French, Spanish, Dutch, and Native Americans for control of North America).

Illinois curriculum standards can be accessed at [www.isbe.state.il.us/ils/Default1.htm](http://www.isbe.state.il.us/ils/Default1.htm)

**Illinois Council for the Social Studies** – [www.illinoiscss.org](http://www.illinoiscss.org)

Jerome Hoynes, President

**ILLINOIS State Social Studies Specialists**

<p><b>Mr. Mike Hatfill</b> Regular Member   CS4 member since 2011 E-mail: <a href="mailto:dhatfill@isbe.net">dhatfill@isbe.net</a> Voice: 217.241.1255 FAX: Illinois State Department of Education Curriculum &amp; Instruction 100 North First Street Springfield, IL 62777</p>	<p><b>Ms. Beth Ratway</b> Associate Member   CS4 member since 2005 E-mail: <a href="mailto:BRatway@air.org">BRatway@air.org</a> Voice: 630.649.6565 FAX: Senior Consultant Learning Point Associates 1120 E Diehl Road Suite 200 Naperville, IL 60563</p>
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**INDIANA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 5 History: Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Example: The Viking explorations and settlements in North America; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions by, Henry Hudson.

Grade 6 Geography: Locate the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil. Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood and water in countries such as Brazil, Mexico, Canada, Great Britain and Russia. Describe and compare major physical and cultural characteristics of regions in Europe and the Western Hemisphere. Example: aboriginal values and cultures in Canada. Describe mountains and bodies of water in Europe and the Americas. Example, Canadian Rockies. Identify major biomes of Europe and the Americas. Example Canadian low Arctic tundra. Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations. Example: Rural and urban areas of Brazil, Canada, Mexico, Russia and Great Britain. Evaluate and present data on people, cultures and developments in Europe and the Americas. Example: Show the impact of immigration patterns in Canada.

Grade 6 Civics: Compare citizens roles in selected countries of Europe and the Americas. Example: Compare methods of participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

Grades 9-12 Geography and History of the World: Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world. Example: Compare and contrast Quebec City (French) with Edmonton (English), Canada. Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. Example: U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present). Trace the development and extent of a variety of regional and global cooperative organizations for different time periods. Describe why each was established. Assess their success or lack of success. Example: North Atlantic Treaty organization (NATO), North American Free Trade Association (NAFTA), Describe the spread of specific sports from their geographic origins. Analyze the spatial patterns that emerge. Example: lacrosse (Canada, Native Americans).

Graded 9-12 US Government: Identify the costs and benefits to the United States of participating in international organizations. The United Nations (UN), North Atlantic Treaty Organization (NATO), World Trade Organization (WTO) and North American Free Trade Association (NAFTA).

**Suggested Canadian content:**

Grade 5 History: Identify and compare historic Indian groups of the West, Southwest, Pacific Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

Grade 8 History: Explain the causes and consequences of the War of 1812

Grades 9-12 World Geography: Assess the role played by maps I the explorations of Polar Regions. Describe and illustrate the economic interdependence of countries and regions. Example: Use a flow chart and maps to show the movement of oil from producers to consumers.

Grades 9-12 Economics: Evaluate the arguments for and against free trade. Discuss how and why countries sometimes erect barriers to trade. Explain the benefits of trade among individuals, regions and countries.

Grades 9-12 Geography and History of the World: Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world. Example: Railroads promoting convergence (Australia, India, North America, 1800–1900s); automobiles and airplanes promoting convergence among places connected and divergence for places not connected (North America, 1900s).

Indiana curriculum standards can be accessed at [www.doe.in.gov/achievement/curriculum](http://www.doe.in.gov/achievement/curriculum)

**INDIANA State Social Studies Specialists**

<p><b>Mr. Chris McGrew</b>                  Associate Member   CS4 member since 2001                  E-mail: <a href="mailto:cmcgrew@purdue.edu">cmcgrew@purdue.edu</a>                  Voice: 765.494.8542                  FAX: 765.496.1505                  Economic/International Education Consultant                  Purdue University                  615 West State Street                  AGAD 221 Purdue University                  West Lafayette, IN 47907</p>	<p><b>Mr. Bruce Blomberg</b>                  Regular Member   CS4 member since 2012                  E-mail: <a href="mailto:bblomberg@doe.in.gov">bblomberg@doe.in.gov</a>                  Voice: 317.232.9078                  FAX: 317.232.0589                  Social Studies Specialist                  Indiana Department of Education                  College and Career Readiness                  151 West Ohio Street                  Indianapolis, IN 46204</p>
<p><b>Ms. Mary Fortney</b>                  Associate Member   CS4 member since 1984                  E-mail: <a href="mailto:maryf@childrensmuseum.org">maryf@childrensmuseum.org</a>                  Voice: 317.334.3256                  FAX: 317.921.4019                  Learning Resources Manager                  The Children's Museum of Indianapolis                  Experience Development and Family Learning                  P.O. Box 3000                  Indianapolis, IN 46206-3000</p>	

**Indiana Council for the Social Studies** - <http://indianacouncilforthesocialstudies.shuttlepod.org/>

Michael Boucher, President

**IOWA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 3-5 History: Understand major land and water routes of explorers.

Grade 3-5 Economics: Understand how nations throughout the world have joined with one another to promote economic development and growth.

Grade 3-5 Geography: Understand mental maps of locales, regions and the world. Understand physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes. Understand world patterns of resource distribution and utilization.

Grade 3-5 Civics: Understand that the world is divided into many different nations with each one having its own government.. Understand the major ways nations interact with each other such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force. Understand factors that contribute to cooperation and cause disputes within and among groups and nations.

Grades 6-8 Economics: Understand the concepts of free trade and trade barriers. Understand trade barriers imposed by the United States from a historical perspective and the impact of those actions. Understand the interdependence of America and other regions of the world in terms of imports and exports.

Grades 9-12 History: Understand from a historical perspective the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

Grade 6-8, 9-12 Civics: Understand conditions, actions and motivations that contribute to conflict and cooperation within and among nations. Understand current foreign policy issues and the means the United States is using to deal with them.

Iowa curriculum standards can be accessed at

[http://educateiowa.gov/index.php?option=com\\_content&view=article&id=2485&Itemid=4602](http://educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602)

**IOWA State Social Studies Specialist**

**Ms. Cheryl Mullenbach**

Regular Member | CS4 member since 2008

E-mail: [cheryl.mullenbach@iowa.gov](mailto:cheryl.mullenbach@iowa.gov)

Voice: 515.494.5610

Regular Member | CS4 member since 2008

Social Studies Consultant

Iowa Department of Education

Grimes State Office Building

Des Moines, IA 50319-0146

**Iowa Council for the Social Studies** - <http://www.uni.edu/icss/>

Nancy Peterson, President

**KANSAS****Required Canadian content in state standards:**

Grade 1 Geography: Locate Kansas, the United States, Canada, Mexico, Atlantic Ocean and Pacific Ocean on a map.

**Recommended Canadian content:**

Grades 9-12 US Government: Domestic and foreign policy. Examples include NATO, NAFTA.

**Suggested Canadian content:**

Grade 8 History: Establishing America. Events include War of 1812.

Grade 5 History: Students will analyze the competing interests of European nations and their American Indian counterparts. People include Leif Eriksson, Henry Hudson. Places include North America. What were the choices and consequences of exploration? What were the perceived rights of the explorers and how did they impact the rights of the American Indians? How did beliefs of American Indians contrast with those of Europeans? What changes to the people and land of North America were brought about by European contact? In what ways did early European settlements differ? Independence. How did the French and Indian War change the relationship between colonists, American Indians, and the British government?

Kansas curriculum standards can be accessed at [www.ksde.org/Default.aspx?tabid=1678](http://www.ksde.org/Default.aspx?tabid=1678)

**KANSAS State Social Studies Specialist****Mr. Don Gifford**

Regular Member | CS4 member since

E-mail: [dgifford@ksde.org](mailto:dgifford@ksde.org)

Voice: 785.296.3892

FAX: 785.296.3523

History-Government Program Consultant

Kansas State Department of Education

120 SE 10th Street

Topeka, KS 66612-1103

**Kansas Council for the Social Studies** – [www.kcss.org](http://www.kcss.org)

Adam Topliff, President



**KENTUCKY****Required Canadian content in state standards:**

Grade 3 Geography: Be able to compare the United States, Canada, and Mexico. Communities Near and Far: Canada and Mexico (weeks 25-36) United States, Mexico and Canada have basic similarities and differences (cultural characteristics: language, music, art, dress, food, stories, folk tales, holidays).

Grade 5 Geography: Exploration (weeks 4-7) Students will recognize basic similarities and differences (e.g., indigenous peoples, immigrants, colonial backgrounds, cultural characteristics) in the United States, Canada, and Mexico. Students will use a variety of tools to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors Canada, Mexico.

Grade 6 Geography: US, Canada, Latin America – the Five Themes of Geography (weeks 1-7)

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 5 History: Explore cultures such as Eastern Woodland, Plains, Pacific Northwest. War of 1812: Write an eyewitness account of the burning of Washington during the War of 1812. Understand that the United States interacts with different nations of the world.

Grade 5 Geography: Explorers and their countries (ex: Erikson, Champlain, Hudson). Discuss the French accomplishments in North America. Early Civilizations of North America.

Grades 9-12 World History: European Exploration (includes France, England) and the impact of exploration on the world; Weeks 4-5. Other post war policies and events (includes NATO).

Kentucky curriculum standards can be accessed at <http://education.ky.gov/curriculum/Pages/default.aspx>

**KENTUCKY State Social Studies Specialists**

<p><b>Ms. Robin Chandler</b> Associate Member   CS4 member since 2000 E-mail: <a href="mailto:robin.chandler@education.ky.gov">robin.chandler@education.ky.gov</a> Voice: 502.564.9850 FAX: 502.564.9848 Staff Assistant Kentucky Department of Education Office of Teaching and Learning 500 Mero Street Frankfort, KY 40601</p>	<p><b>Charles Hall</b> Regular Member   CS4 member since 2011 E-mail: <a href="mailto:charles.hall2@education.ky.gov">charles.hall2@education.ky.gov</a> Voice: 502.564.2106 FAX: 502.564.9848 Social Studies Consultant Kentucky Department of Education Division of Curriculum Development 500 Mero Street 18th Floor, CPT Frankfort, KY 40601</p>
<p><b>Ms Marcia Lile</b> Associate Member   CS4 member since 1999 E-mail: <a href="mailto:malile01@louisville.edu">malile01@louisville.edu</a> Voice: 502.852.0575 FAX: 502.852.1497 Retired Louisville, KY 40292</p>	<p style="text-align: center;"><b>Kentucky Council for the Social Studies</b> <a href="http://www.kcss.org/">www.kcss.org/</a> Rick Daniel, President</p>

**LOUISIANA****Required Canadian content in state standards:**

Grade 8 History: The Acadian Odyssey (one week). Use a map of Louisiana to plot settlement of the Acadians and include a chart of their contributions and legacies. Create a timeline of major events between the years of 1600 and 1812 that are pertinent to the unit. One timeline should reflect events occurring in North America (Canada / British Colonies / United States) and the second timeline should denote events in Louisiana (colony to statehood). Graphic organizers: Compare and contrast similarities between the Acadians and the British, the Acadians and the Spanish. Discuss the benefits and consequences of legislation on Louisiana's Acadians.

Grades 9-12 World Geography: Unit 2: The US and Canada (four weeks) Physical and Human Characteristics of the US and Canada, Cultural Heritage, Geography and History, Quebec vs. Canada, US and Canada Conservation Policies, Communication and Interdependence.

Grades 9-12 Civics: Unit 3 Roles of US Foreign Policy, Activity 3: Accomplishing Foreign Policy; read, analyze a brief history of NAFTA.

**Recommended Canadian content:**

Grades 9-12 US History, World History: Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism (Example NATO) Examine the post-Cold War impact on the development of global economies (e.g. NAFTA)

**Suggested Canadian content:**

Grade 4 History: Activity 3 Exploration to America, research explorers (includes Champlain). Identify and describe major early explorers and explorations in North America. Identify ways nations interact and why interactions are important (e.g., treaties)

Grade 5 History: Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration. Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment.

Grade 7 History: Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812).

Louisiana curriculum standards can be accessed at [www.louisianabelieves.com/resources/library/academic-standards](http://www.louisianabelieves.com/resources/library/academic-standards)

**LOUISIANA State Social Studies Specialist****Jamie Beck**

Regular Member | CS4 member since 2012

E-mail: [Jamie.Beck@la.gov](mailto:Jamie.Beck@la.gov)

Voice: 225.219.4534

FAX: 225.342.9891

Social Studies Assessment Consultant

Louisiana Department of Education

1201 North Third St.

Baton Rouge, LA 70802

**Louisiana Council for the Social Studies**

David Faerber, President

**MAINE**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian Content:**

Grades 3-5 Civics: Understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.

Grades 6-8 Civics: Understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the US as well as examples of other forms of government in the world.

Grades 9-12 Civics: Understand the ideals, purposes, principles, structures, and processes of constitutional government in the US and in the American political system, as well as examples of other forms of government and political systems in the world.

Grades 3-5 Economics: Understand personal economics and the basis of the economies of the community, Maine, the US, and various regions of the world.

Grades 6-8 Economics: Understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the US and various world regions.

Grades 9-12 Economics: Understand the principles and processes of personal economics, the role of markets, the economic system of the US, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

Grades 3-5 Geography: Understand the geography of the community, Maine, the US and various world regions.

Grades 6-8 Geography: Understand the geography of the community, Maine, the US, and various regions of the world and the geographic influences on life in the past, present, and future.

Grades 9-12 Geography: Understand the geography of the US and various regions of the world and the effect of geographic influences on decisions about the present and future.

Grades 6-8 History: Understand major eras, major enduring themes, and historic influences in the history of Maine, the US, and various regions of the world.

Grades 9-12 History: Understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

Maine curriculum standards can be accessed at [www.maine.gov/education/lres/ss/standards2.html](http://www.maine.gov/education/lres/ss/standards2.html)

**MAINE State Social Studies Specialists**

**Kristie Littlefield**

Regular Member | CS4 member since 2011

E-mail: [kristie.littlefield@maine.gov](mailto:kristie.littlefield@maine.gov)

Voice: 207.624.6828

FAX: 207.624.6821

Social Studies Specialist

Maine Department of Education

23 State House Station

Augusta, ME 04333

**Ms. Connie Manter**

Associate Member | CS4 member since 1988

E-mail: [cmanter@live.com](mailto:cmanter@live.com)

Voice: 207.633.4230

President

Manter Educational Services, Inc.

P.O. Box 421--217 Farnham Point Road

East Boothbay, ME 04544

**Maine Council for the Social Studies** - <http://mainecouncilsocialstudies.org/>

Glenn Nerbak, President

**MARYLAND**

**Required Canadian content in state standards:** No specific unit

**Recommended Canadian content:**

Grade 7 History: Examine and report examples of historic events, documents and practices that have influenced individuals and groups around the world, such as the formation of NATO.

Grades 9-12 Civics: Evaluate the effectiveness of international alliances and organizations from the perspective of the United States. Examine the function and purpose of the North American Free Trade Agreement (NAFTA), the United Nations and the North Atlantic Treaty Organization (NATO)

Grades 9-12 History: Describe United States involvement with international and regional organizations, such as the European Union (EU), North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC), North Atlantic Treaty Organization (NATO), and the United Nations (UN)

**Suggested Canadian content:**

Grade 3 Geography: Identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases

Grade 5 History: Describe the origin, destination and goals of the North American explorers. Evaluate the results of the interactions between European explorers and native peoples. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War.

Maryland curriculum standards online: <http://mdk12.org/instruction/curriculum/index.html>

**MARYLAND State Social Studies Specialists**

**Dr. Marcie Taylor-Thoma**  
**Regular Member | CS4 member since 1996**  
 Past President (2 terms) CS4  
 E-mail: [mthoma@msde.state.md.us](mailto:mthoma@msde.state.md.us)  
 Voice: 410.767.0519  
 FAX: 410.333.2379  
 Coordinator of Social Studies  
 Maryland State Department of Education  
 Division of Instruction  
 200 West Baltimore Street  
 Baltimore, MD 21201

**Mr. Allan Kullen**  
**Organizational Member | CS4 member since 1995**  
 E-mail: [allan@americansall.com](mailto:allan@americansall.com)  
 Voice: 301.982.5622 Ext 159  
 FAX: 301.220.3730  
 President  
 People of America Foundation  
 5760 Sunnyside Avenue  
 Beltsville, MD 20705

**Maryland Council for the Social Studies -** <http://mdcss.org/>  
 Jeff Passe, President  
[jpasse@towson.edu](mailto:jpasse@towson.edu)

**Prince George's County, MD Council for the Social Studies -** [www1.pgcps.org/socialstudies/index.aspx?id=55290](http://www1.pgcps.org/socialstudies/index.aspx?id=55290)  
 Dorothy Brown, President

**MASSACHUSETTS****Required Canadian content in state standards:**

Grade 2 Geography: Locate the current boundaries of the United States, Canada, and Mexico

Grade 4 Canada Unit : On a map of North America, locate Canada, its provinces and major cities. Describe the climate, major physical characteristics and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. Describe the major ethnic and religious groups of modern Canada. Identify when Canada became an independent nation and explain how independence was achieved. Identify the location of at least two Native American tribes in Canada and the Inuit nation and describe their major social features. Identify the major language groups in Canada, their geographic location and the relations among them.

Grade 5 History: Describe the goals and extend of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest and California.

Grades 8-12 History: Explain why the US, Canada, and Mexico signed the NAFTA agreement in 1993.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 6 Economics: Define and study trade barriers and to evaluate the arguments for and against free trade.

Massachusetts curriculum standards can be accessed at [www.doe.mass.edu/frameworks/hss/final.pdf](http://www.doe.mass.edu/frameworks/hss/final.pdf)

**MASSACHUSETTS State Social Studies Specialist**

Vacant (as of 2013)

Regular Member | CS4 member since 1999

Content Specialist, History & Social Sciences

Massachusetts Department of Elementary and Secondary Education

Center for Curriculum and Instruction

75 Pleasant Street

Malden, MA 02148

**Massachusetts Council for the Social Studies** - [www.masscouncil.org/](http://www.masscouncil.org/)

Norman Shacochis, President

**Massachusetts Regional Councils**

(Central, Greater Boston, Merrimack Valley, Southeast, South Shore, Western):

[www.masscouncil.org/?page\\_id=588](http://www.masscouncil.org/?page_id=588)

**MICHIGAN****Required Canadian content in state standards:**

**Grade 6 Western Hemisphere Unit:** Includes study of Canadian geography, history, economics, civics. Draw a map from memory of the Western Hemisphere showing the major regions: Canada, United States, Mexico, Central America, South America, and Caribbean. Describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest). Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel). Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland). Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999. Describe the human characteristics of a region by identifying the unifying characteristics such as the cultural traditions maintained in French-speaking Canada. Give examples of how countries work together for mutual benefits through international organizations (e.g. NAFTA). Cooperation/Conflict: border between the US and Canada

**Recommended Canadian content:**

**Grade 5 History:** Describe the life of peoples living in North America before European exploration. Use maps to locate peoples in the desert Southwest, the Pacific Northwest. Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

**Grades 9-12 Civics:** Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA)

**Suggested Canadian content:**

**Grade 5 History:** Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

**Grades 9-12 Civics:** Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).

Michigan curriculum online [www.michigan.gov/mde/0,1607,7-140-28753---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html)

**MICHIGAN State Social Studies Specialist**

**Mr. Jim Cameron**

E-mail: [Cameronj3@michigan.gov](mailto:Cameronj3@michigan.gov)

Voice: 734.972.5662

Regular Member | CS4 member since 2011

Social Studies Education Consultant

Department of Improvement & Innovation

Michigan Department of Education

608 West Allegan St. / P.O. Box 30008 Lansing, MI 48909

**Michigan Council for the Social Studies - [www.mcssmi.org/](http://www.mcssmi.org/)**

Anthony Salciccioli, President

**MINNESOTA****Required Canadian content in state standards:**

Grade 4 Geography: Name and locate countries neighboring the United States and their major cities. Use data to analyze and explain the changing distribution, including geographic factors, of population in the United States and Canada over the last century. Describe how the location of resources and distribution of people and their various economic activities has created different regions in the US and Canada.

Grade 8 Geography: Describe the locations of human populations and the cultural characteristics of the United States and Canada. Describe how the physical and environmental features of the United States and Canada affect human activity and settlement. Explain how the changing patterns of industrialization and trade between the United States, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance. *For example*, North American Free Trade Agreement, trade patterns between Minnesota and Canada, the building of the Great Lakes Seaway, the manufacturing of automobiles and other products in the Great Lakes Industrial Region, the development of the Canadian oil and gas fields and the pipelines connecting them to markets in the United States. Describe the impact of comparative advantage, the international division of labor, and de-industrialization on manufacturing regions and commercial districts within urban areas in the US and Canada.

**Recommended Canadian content:**

Grade 4 Geography: Create and use various kinds of maps, including overlaying thematic maps, and use latitude and longitude, of places in the United States and also Canada or Mexico. Choose appropriate data from map, charts, photos to answer specific questions about geographic issues in the US and also Canada or Mexico.

Locate and identify the physical and human characteristics of places in the US, and also Canada or Mexico.

Grade 5 History: Compare and contrast life within the English, French, and Spanish colonies in North America

Grade 7 History: Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (US in a New Global Age: 1980-present) *For example:* NAFTA.

**Suggested Canadian Content:**

Grades K-12 American Indian Curricula: Includes knowing the nations in North America

Minnesota curriculum standards (2011) can be accessed at

<http://education.state.mn.us/MDE/EdExc/StanCurri/index.html>

**MINNESOTA State Social Studies Specialist****Ms. Kate Stower**

Regular Member | CS4 member since 2009

E-mail: [kathryn.stower@mnhs.org](mailto:kathryn.stower@mnhs.org)

Voice: 651.259.3433 / FAX: 651.282.2484

Minnesota Historical Society

Center for Social Studies Education

345 Kellogg Blvd. West

St. Paul, MN 55102-1906

**Dr. Michael Hartoonian**

Associate Member | CS4 member since 1973

E-mail:

Voice: 651.206.1737

FAX:

1835 Palace Ave

St. Paul, MN 55105

**Minnesota Council for the Social Studies** - [www.mcss.org/](http://www.mcss.org/)

Emma Ryan, President

**MISSISSIPPI**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 8 History: Analyze how American Revolution impacted other nations, (e.g. France, Canada, Spain, Mexico)

**Suggested Canadian Content:**

Grade 5 History: Differentiate among and compare pre-Columbian civilizations (e.g., cliff dwellers, Pueblo people of the desert Southwest, American Indians of the Pacific Northwest, nomadic nations of the Great Plains, and the Woodland Peoples east of the Mississippi River) regarding their location, religious practices, political structures, and use of slaves. Cite evidence of the earliest explorations of the Western Hemisphere by the Vikings, including locations and time frame of their explorations. Locate on maps of North America and South America, land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia . Analyze the relationship between early European settlers in America and the Native Americans they encountered in terms of conflict, cultural exchanges, property rights, and adoption of democratic ideas . Explain the effect of colonization by Europeans on both European and Native American cultures.

Grades 9-12 Civics: Critique whether certain governmental acts, such as the Sherman Anti-trust Act and the North American Free Trade Agreement, promote the —common welfare of the United States as stated in the preamble to the Constitution.

Mississippi curriculum standards (2011) can be accessed at [www.mde.k12.ms.us/curriculum-and-instruction](http://www.mde.k12.ms.us/curriculum-and-instruction)

**MISSISSIPPI State Social Studies Specialists**

**Mr. Chauncey Spears**

Regular Member | CS4 member since 2010  
E-mail: [crspears@mde.k12.ms.us](mailto:crspears@mde.k12.ms.us)  
Voice: 601.359.2586 / FAX: 601.359.2040  
Advanced Learning Director\SS Specialist  
Mississippi Department of Education  
Division of Curriculum and Instruction  
P. O. Box 771  
Jackson, MS 39205-0771

**Ms. Joann Prewitt**

Associate Member | CS4 member since 1993  
E-mail: [joannprewitt@comcast.net](mailto:joannprewitt@comcast.net)  
Voice: 662.680.5672  
FAX:  
Consultant  
5497 Turning Leaf Cove  
Tupelo, MS 38801

**Mississippi Council for the Social Studies** - [www.mcss.org.msstate.edu/](http://www.mcss.org.msstate.edu/)

David Houston, President



**MISSOURI**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 5 History: Summarize the viability and diversity of Native American cultures before Europeans came. Outline the discovery, exploration and early settlement of America.

Grade 6 Geography: Locate major cities and nation of the world. Locate the world's continents, oceans and major topographic features.

Grade 7 Geography: Locate major cities and nation of the world in historical context. Locate the world's continents, oceans and major topographic features as civilizations spread.

Grade 8 History: Summarize the viability and diversity of Native American cultures before Europeans came. Evaluate the importance of the discovery, exploration and early settlement of America.

Grades 9-12 History: Explain the US role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy.

Grades 9-12 Geography: Locate the major cities of the world and many of the world's nations, continents, oceans and major topographic features.

Missouri curriculum standards can be accessed at <http://dese.mo.gov/divimprove/curriculum/aboutus.htm/>

**MISSOURI State Social Studies Specialists**

<p><b>Mr. Bill Gerling</b>            Regular Member   CS4 member since 2003            E-mail: <a href="mailto:Bill.Gerling@dese.mo.gov">Bill.Gerling@dese.mo.gov</a>            Voice: 573.751.0398 / FAX: 573.526.0812            Asst. Director/Social Studies Consultant            Missouri Dept. of Elementary &amp; Secondary Ed.            School Improvement            205 Jefferson Street PO Box 480            Jefferson City, MO 65102-0480</p>	<p><b>Dr. Warren Solomon</b>            Associate Member   CS4 member since 1978            E-mail: <a href="mailto:WHSolomon@mchsi.com">WHSolomon@mchsi.com</a>            Voice: 573.893.4407            715 Earl Lee Drive            Jefferson City, MO 65109</p>
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**Missouri Council for the Social Studies - [www.mosocialstudies.com/](http://www.mosocialstudies.com/)**  
 Glenn Mechem, Presid

**Southeast Missouri Council for the Social Studies**  
 Kyle Mabuice, President

**MONTANA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian Content**

**Grade 5 History:** Identify the routes of the major land explorers of America and the search for the Northwest Passage. Students recognize general conflicts that define each era, their causes and resolutions; three world meet (pre 1600), unity and division between North American native peoples, native versus European notions of property. Describe the rivalry among the English, French, Spanish, Dutch, and Indian nations for control of North America.

**Grade 5 Geography:** Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

**Grade 8 History:** Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.

**Grade 12 Economics:** Students analyze issues surrounding international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders.

**Grade 12 History:** analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.

Montana curriculum standards can be accessed at <http://opi.mt.gov/Curriculum/CSI/index.html>

**MONTANA State Social Studies Specialist**

**Dr. Linda Vrooman Peterson**

Regular Member | CS4 member since 1990

E-mail: [lypeterson@mt.gov](mailto:lypeterson@mt.gov)

Voice: 406.444.5726

FAX: 406.444.1373

Administrator

Office of Public Instruction

Accreditation Division

P. O. Box 202501

Helena, MT 59620

**Montana Council for the Social Studies**

Erica Schnee, President

**Montana Council for History and Civics Education - [www.mchce.net/](http://www.mchce.net/)**

Dr. James Bruggeman, Executive Director Ret. Irving Elementary School

[james.bruggeman@mchce.net](mailto:james.bruggeman@mchce.net)

**NEBRASKA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grades 9-12 Geography: Analyze the interdependence of places and regions. (e.g., international trade, NAFTA)

**Suggested Canadian content:**

Grade 5 History: Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration). Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts.

Grades 6-8 Geography: Identify the location of major world regions (e.g., Arctic)

Grades 9-12 Civics: Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)

Nebraska curriculum standards can be accessed at [www.education.ne.gov/AcademicStandards/index.html](http://www.education.ne.gov/AcademicStandards/index.html)

**NEBRASKA State Social Studies Specialists**

<p><b>Mr. Payne Harris</b>            Regular Member   CS4 member since 2012            E-mail: <a href="mailto:harris.payne@nebraska.gov">harris.payne@nebraska.gov</a>            Voice: (402) 471-2449            FAX: (402) 471-0117            Director of Social Studies            Nebraska Department of Education            301 Centennial Mall South            P.O. Box 94987            Lincoln, NE 68509-4987</p>	<p><b>Mr. John LeFeber</b>            Associate Member   CS4 member since 1991            E-mail: <a href="mailto:jlefeber@councilforeconed.org">jlefeber@councilforeconed.org</a>            Voice: 402.438.6921            FAX: 402.438.6867            Curriculum and Instructional Developer            Council for Economic Education            Lincoln NE Office            201 N. 8th Street Suite 215            Lincoln, NE 68508</p>
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**Nebraska Council for the Social Studies - [www.nebraskasocialstudies.org/](http://www.nebraskasocialstudies.org/)**

Heidi Reinhart, President

**NEVADA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 5 History: Identify and describe Native North American life and cultural regions prior to European contact. Identify and describe the attributes of Native American nations in the local region and North America. Discuss the interactions of early explorers with native cultures. Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions. Describe motivations for and expeditions of European exploration of the Americas. Describe issues of compromise and conflict within the United States. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. Discuss the economic, political and cultural relationships the United States has with other countries.

Grades 6-8 Geography: Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world

Nevada curriculum standards can be accessed at [www.doe.nv.gov/Curriculum\\_Standards/](http://www.doe.nv.gov/Curriculum_Standards/)

**NEVADA State Social Studies Specialist**

**Christine Hull**

Regular Member | CS4 member since 2012

E-mail: [chull@doe.nv.gov](mailto:chull@doe.nv.gov)

Voice: 775.687.9189

FAX: 775.687.9166

Social Studies/Literacy Consultant

Nevada Department of Education

Assessments, Program Accountability and Curriculum

700 E. Fifth St

Carson City, NV 89701-5096

**Northern Nevada Council for the Social Studies - [www.nvsocialstudies.org/](http://www.nvsocialstudies.org/)**

Whitney Foehl, President

**Southern Nevada Council for the Social Studies - <http://sncss.weebly.com/>**

Emily Rodriguez, President

**NEW HAMPSHIRE**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grades 3-4 History: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.

Grades 9-12 Geography: Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec.

Grades 9-12 History: Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or NAFTA.

**Suggested Canadian Content:**

Grades 7-8 Geography. Illustrate the connections among regions, e.g., world trade or regional alliances.

New Hampshire curriculum standards can be accessed at  
[www.education.nh.gov/instruction/curriculum/index.htm](http://www.education.nh.gov/instruction/curriculum/index.htm)

**NEW HAMPSHIRE State Social Studies Specialists**

<p><b>Mr. Kenneth Relihan</b> Regular Member   CS4 member since 2001 E-mail: <a href="mailto:krelihan@ed.state.nh.us">krelihan@ed.state.nh.us</a> Voice: 603.271.6151 / FAX: 603.271.7381 Social Studies Consultant New Hampshire Department Education Curriculum and Assessment 101 Pleasant Concord, NH 03301</p>	<p><b>Mr. Lou Waryncia</b> Organizational Member   CS4 member since 2010 E-mail: <a href="mailto:lwaryncia@caruspub.com">lwaryncia@caruspub.com</a> Voice: 603.924.7209 Ext. 219 Editorial Director Cobblestone Publishing a division of Carus Publishing Company 30 Grove Street Peterborough, NH 03458</p>
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**New Hampshire Council for the Social Studies - [www.nhcss.org/nhcss/default.cfm](http://www.nhcss.org/nhcss/default.cfm)**

Sharon Johnston, President

**NEW JERSEY**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian Content:**

Grade 8 History: Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

Grade 8 Civics: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

Grade 12 Civics: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

New Jersey curriculum standards can be accessed at [www.state.nj.us/education/cccs/](http://www.state.nj.us/education/cccs/)

Model Curriculum: [www.state.nj.us/education/modelcurriculum](http://www.state.nj.us/education/modelcurriculum)

Social Studies: [www.state.nj.us/education/frameworks/socialstudies/](http://www.state.nj.us/education/frameworks/socialstudies/)

**NEW JERSEY State Social Studies Specialist**

**Ms. Beverly Plein**

Regular Member | CS4 member since 2010

E-mail: [beverly.plein@doe.state.nj.us](mailto:beverly.plein@doe.state.nj.us)

Voice: 609.943.5732

FAX: 609 292-7276

Regular Member | CS4 member since 2010

Coordinator of Social Studies

New Jersey Department of Education

Academic and Professional Standards

100 Riverview Plaza

P.O. Box 500

Trenton, NJ 08625-0500

**New Jersey Council for the Social Studies - [www.njcss.org/](http://www.njcss.org/)**

Arlene Gardner, President

**NEW MEXICO****Required Canadian content in state standards:**

Grade 1 History: Identify and compare celebrations and events from the United States, Mexico, and Canada

Grade 3 History: Identify and compare components that create a community in the United States and its neighboring countries

Grade 4 History: Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).

Grade 5 Economics: Identify the influence of bordering countries (Canada and Mexico) on US commerce.

Grades 9-12 History: Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include: expansion of democracy in western hemisphere; immigration and migration issues; changes in foreign policy brings spiraling impact on each nation and international relations, trade

**Recommended Canadian content:**

Grades 9-12 Economics: Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.

**Suggested Canadian content:**

Grade 4 Geography: Describe the regions of New Mexico, the United States, and the Western Hemisphere.

Grade 5 History: Explain the reasons for European exploration of the Americas. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson).

New Mexico curriculum standards can be accessed at [www.ped.state.nm.us/standards](http://www.ped.state.nm.us/standards)

**NEW MEXICO State Social Studies Specialist****Vacant**

Regular Member | CS4 member since

E-mail:

Voice: 505.827.6525

FAX: 505.827.6694

Education Administrator A Consultant

Public Education Agency

Instructional Support Division

300 Don Gaspar

Santa Fe, NM 87501-2786

**New Mexico Council for the Social Studies - <http://nmcass.com/>**

President, Susan E. Young

[Syoung@menaulschool.com](mailto:Syoung@menaulschool.com)

**NEW YORK****Required Canadian content in state standards:**

Grade 5 Unit: The United States, Canada and Latin America. History of the United States, Canada, and Latin America. Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States. Geography of the United States, Canada, and Latin America. Political Boundaries change over time and place The Governments of the United States, Canada, and Latin American Nations. Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law. Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America Governmental structures vary from place to place including the structure and functions of governments in the United States, Canada, and Latin American countries today. Statewide standards require that all 5<sup>th</sup> graders be tested on Canada as part of their year-end required examinations.

**Recommended Canadian content:**

Grades 7/8 History: American Revolution: Role of the Loyalists in New York City colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution. Resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance,, and the remaining British colonies in Canada strengthened their ties to Great Britain. The US in the post- Cold War world: Western Hemisphere relations Economic competition and cooperation: NAFTA.

Grades 9-12 History : US in the global economy NAFTA

**Suggested Canadian content:**

Grades 7/8 History: Iroquoian and Algonquian cultures on the Atlantic coast of North America; Make a chart to show the political, economic, and social aspects of life in the Native American culture areas of North America. Understand the impacts of European settlement on Native American Indians and Europeans.

New York State curriculum standards can be accessed at [www.p12.nysed.gov/ciai/](http://www.p12.nysed.gov/ciai/)

**New York State Council for the Social Studies** – [www.nyscss.org](http://www.nyscss.org)

Tim Potts, President



**NEW YORK State Social Studies Specialists**

<p><b>Mr. Casey Jakubowski</b>  Regular Member   CS4 member since 2012  E-mail: <a href="mailto:cjakubow@mail.nysed.gov">cjakubow@mail.nysed.gov</a>  Voice: 518.474.5922  FAX: 518.473.4884  Associate, Social Studies  New York State Education Department  89 Washington Avenue  Albany, NY 12234</p>	<p><b>Ms. Yong Jin Choi</b>  Organizational Member   CS4 member since 2010  E-mail: <a href="mailto:yongjin.ny@koreasociety.org">yongjin.ny@koreasociety.org</a>  Voice: 212.759.7525 ext. 325  FAX: 212.759.7530  Vice President, The Korea Society  Korean Studies Program  950 Third Avenue, 8th Floor  New York, NY 10022</p>
<p><b>Dr. Harry Stein</b>  Associate Member   CS4 member since 1977  E-mail: <a href="mailto:HarryStein@rcn.com">HarryStein@rcn.com</a>  Voice: 212.217.6145  FAX:  2 Stuyvesant Oval 1-E  New York City, NY 10009</p>	

**Association of Teachers of Social Studies/United Federation of Teachers, NYC**  
[www.uft.org/committees/atss](http://www.uft.org/committees/atss) Ollie Fields Thacker, President

**Capital District, NY Council for the Social Studies - [www.cdcss.wildapricot.org/](http://www.cdcss.wildapricot.org/)**  
Charlie Gifford, President

**Central New York Council for the Social Studies - [www.cnycss.memberlodge.com/](http://www.cnycss.memberlodge.com/)**  
Tina Winkler, President

**Long Island Council for the Social Studies - [www.licss.org/LICSS/Welcome.html](http://www.licss.org/LICSS/Welcome.html)**  
Gloria Sesso and Brian Dowd, Presidents

**Westchester Council for the Social Studies - <http://wlhcss.com/wlhcs/home.html>**  
Steve Goldberg, President

**Mid Hudson Council for the Social Studies**  
Nancy Maguire, President

**NORTH CAROLINA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 7 Economics: Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA)

Grades 9-12 Geography:

Analyze localism and ways cultural groups maintain their distinct cultural characteristics, e.g. France, Wales, Quebec, and other places have created government policies to preserve and encourage their traditional languages and to resist the proliferation of English.

**Suggested Canadian content:**

Grade 5 History: Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information. Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction. (e.g. War 1812)

Grade 5 Economics: Summarize the role of international trade between the United States and other countries through Reconstruction: how and why the United States developed trading partners.

Grades 9-12 History: Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial Settlement, understand how the global imperial conflict between Britain, France and Spain impacted European exploration and settlement of North America. Understand how British, Spanish and French attempts at empire in North America led to cultural diffusion and conflict between various groups leading up to the American Revolution. Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812)

North Carolina curriculum standards can be accessed at [www.dpi.state.nc.us/curriculum/](http://www.dpi.state.nc.us/curriculum/)

**North Carolina Council for the Social Studies** – [www.ncsocialstudies.org](http://www.ncsocialstudies.org)  
Becky Griffith, President

**NORTH CAROLINA State Social Studies Specialists**

<p><b>Mrs. Michelle McLaughlin</b>  Regular Member   CS4 member since 2010  E-mail: <a href="mailto:Michelle.McLaughlin@dpi.nc.gov">Michelle.McLaughlin@dpi.nc.gov</a>  Voice: 919.807.3847  FAX: 919.515.4046  K-12 Social Studies Education  North Carolina Department of Public Instruction  Division of Curriculum and Instruction - 6th Floor  301 N. Wilmington Street  Raleigh, NC 27601</p>	<p><b>Ms. Ann Carlock</b>  Regular Member   CS4 member since 2012  E-mail: <a href="mailto:Ann.Carlock@dpi.nc.gov">Ann.Carlock@dpi.nc.gov</a>  Voice: 919.807.3832  FAX: 919.807.4046  K-12 Social Studies Consultant  North Carolina Department of Public Instruction  Division of Curriculum and Instruction - 6th Floor  301 N. Wilmington Street  Raleigh, NC 27601</p>
<p><b>Mrs. Fay Gore</b>  Regular Member   CS4 member since 2000  E-mail: <a href="mailto:Fay.Gore@dpi.nc.gov">Fay.Gore@dpi.nc.gov</a>  Voice: 919.807.3954  FAX: 919.807.3917  Chief, K-12 Social Studies Education  North Carolina Department of Public Instruction  Division of K-12 Curriculum and Instruction  301 N. Wilmington Street  Raleigh, NC 27601</p>	<p><b>Mr. Stephen Masyada</b>  Regular Member   CS4 member since 2012  E-mail: <a href="mailto:Stephen.Masyada@dpi.nc.gov">Stephen.Masyada@dpi.nc.gov</a>  Voice: 919.807.3862  FAX: 919.807.4046  K-12 Social Studies Consultant  North Carolina Department of Public Instruction  Division of Curriculum and Instruction - 6th Floor  301 N. Wilmington Street  Raleigh, NC 27601</p>
<p><b>Mr. Doug Robertson</b>  Associate Member   CS4 member since 1974  E-mail: <a href="mailto:robertson_bd@yahoo.com">robertson_bd@yahoo.com</a>  Voice: 252.459.7230  FAX:  Education Consultant  500 Golfers Lane  Nashville, NC 27856</p>	<p><b>Ms. Esther Dunnegan</b>  Associate Member   CS4 member since 2001  E-mail: <a href="mailto:estherdunnegan@aol.com">estherdunnegan@aol.com</a>  Voice: 919.819.5046  FAX:  Retired Section Chief  North Carolina Department of Public Instruction  K-12 Social Studies/ELA  6608 Kit Creek Road  Morrisville, NC 27560</p>

**NORTH DAKOTA****Required Canadian content in state standards:**

Grade 2 Geography: Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe

**Recommended Canadian content:**

Grade 3 Geography: Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; China, Brazil, Russia)

**Suggested Canadian Content:**

Grade 4 History: Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company)

Grade 5 History: Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events

Grade 7 Geography: Create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape (e.g., freehand maps)

North Dakota curriculum standards can be accessed at [www.dpi.state.nd.us/standard/index.shtm](http://www.dpi.state.nd.us/standard/index.shtm)

**NORTH DAKOTA State Social Studies Specialist**

Vacant

E-mail:

Voice:

FAX:

Regular Member | CS4 member since

Social Science Consultant

North Dakota Department of Public Instruction

600 E. Boulevard Avenue

Dept. 201

Bismark, ND 58505-0440

**OHIO**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 5 Geography: American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities. The cultural groups of Canada and the US include: Arctic, Subarctic, Northeast, Southeast, Plains, Northwest Coast. Make generalizations about the ways of life among American Indian groups in North / South America.

Grade 8 History: The American Revolution was made possible in part by chain of political economic and social changes occurring during the Enlightenment as a series of actions including the Quebec Act.

**Suggested Canadian content:**

Grade 5 History: Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today

Grade 8 History: North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

Grades 9-12 Geography: Human modifications of the physical environment in one place often lead to changes in other places (e.g. construction of a dam, the St. Lawrence Seaway).

Ohio curriculum standards can be accessed at

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1696>

<p><b>Mr. William Muthig</b> Regular Member   CS4 member since 1990 E-mail: <a href="mailto:william.muthig@ode.state.oh.us">william.muthig@ode.state.oh.us</a> Voice: 614.644.7305 / FAX: 614.995.5568 Social Studies Consultant Ohio Department of Education Center for Curriculum and Assessment 25 South Front Street, Mail Stop 509 Columbus, OH 43215-4183</p>	<p><b>Ms. Virginia Moore</b> Regular Member   CS4 member since 2004 E-mail: <a href="mailto:virginia.moore@ode.state.oh.us">virginia.moore@ode.state.oh.us</a> Voice: 614.728.2759 / FAX: 614 387 0421 Social Studies Consultant Ohio Department of Education Curriculum and Instruction 25 S. Front Street Columbus, OH 43215-4183</p>
<p><b>Mr. Dwight Groce</b> Regular Member   CS4 member since 2005 E-mail: <a href="mailto:dwight.groce@ode.state.oh.us">dwight.groce@ode.state.oh.us</a> Voice: 614-387-3200 / FAX: 614-387-0421 Social Studies Consultant Ohio Department of Education Curriculum and Instruction 25 South Front Street, Mail Stop 509 Columbus, OH 43215-4183</p>	<p><b>Dr. Kent Minor</b> Associate Member   CS4 member since 1987 E-mail: <a href="mailto:kjminor7@yahoo.com">kjminor7@yahoo.com</a> Voice: 614.538.9618 / FAX: 614.292.4260 Lecturer The Ohio State University College of Education and Human Ecology 1602 Ramblewood Ave. Columbus, OH 43235</p>

**Ohio Council for the Social Studies** - <http://ocss.wordpress.com/>

Anne Baldwin, President

## OKLAHOMA

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 6 Geography: Identify on a political map the major urban centers and countries including all nations of North America, and major metropolitan areas including Toronto, Montreal, Vancouver. Identify on a physical map and describe the major landforms and bodies of water of the Western Hemisphere including Hudson Bay, and the Canadian Shield. Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including the Inuit indigenous peoples of the Arctic, and French-speaking Quebec. Explain and summarize how common characteristics can link as well as divide regions including the question of sovereignty for French-speaking Canadians, the free trade relationships established by NAFTA. Summarize the impact of the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the US' and Canada's access to fossil fuels, water, iron, and arable soil.

Grades 9-12 History: Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

**Suggested Canadian Content:**

Grade 4 Geography: Locate landforms and bodies of water on a map of North America. Locate the current boundaries of the United States. Examine and summarize the reasons for the key expeditions of Spain, France, and England and their impact on the development of each region including the explorers Cabot, Hudson.

Grade 6 Geography: Examine the cultural and physical characteristics of the major regions of the Western Hemisphere, economic, political and physical regions of North America.

Oklahoma C3 Standards for the Social Studies <http://ok.gov/sde/sites/ok.gov.sde/files/C3-SocialStudies.pdf>

### OKLAHOMA State Social Studies Specialists

<p><b>Mr. Kelly Curtright</b>            Regular Member   CS4 member since 2003            E-mail: <a href="mailto:Kelly.Curtright@sde.ok.gov">Kelly.Curtright@sde.ok.gov</a>            Voice: 405.522.3523 / FAX: 405.521.2971            Director, Social Studies Education and Personal Financial Literacy            Oklahoma State Department of Education            Office of Instruction, Suite 315            2500 North Lincoln Boulevard            Oklahoma City, OK 73105-4599</p>	<p><b>Mr. Eugene Earsom</b>            Associate Member   CS4 member since 1996            E-mail: <a href="mailto:earsom@ou.edu">earsom@ou.edu</a>            Voice: 405.325.5832            FAX: 405.325.8781            Program Director            OKAGE - Oklahoma Alliance for Geographic Education            100 E. Boyd, SEC 442            Norman, OK 73019-1018</p>
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**Oklahoma Council for the Social Studies – [www.okcss.org](http://www.okcss.org)**

Kelly Curtright, President

**OREGON**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 6 History: Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to Inuit, early Native American cultures of North America, major explorers.

**Suggested Canadian content:**

Grade 3 Geography: Describe physical and human characteristics of tribal regions in Oregon and North America.

Grade 5 History: Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.

Grade 6 Geography: Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere. Collect and analyze data to describe regions of the Western Hemisphere.. Classify and analyze the types of connections between places in the Western Hemisphere. Identify physical features of the Western Hemisphere and explain their effects on people and events.

Grade 6 Civics: Describe current forms of government in countries in the Western Hemisphere

Oregon curriculum standards can be accessed at [www.ode.state.or.us/search/results/?id=53](http://www.ode.state.or.us/search/results/?id=53)

**OREGON State Social Studies Specialist**

**Ms. Andrea Morgan**

Regular Member | CS4 member since 2000

E-mail: [andrea.morgan@state.or.us](mailto:andrea.morgan@state.or.us)

Voice: 503.947.5772

FAX: 503.378.5156

Education Specialist

Oregon Department of Education

Office of Educational Improvement and Innovation

255 Capitol Street NE

Salem, OR 97310-0203

**Oregon Council for the Social Studies - [www.oregonsocialstudies.org/](http://www.oregonsocialstudies.org/)**

Shawn Daley, President

<b>PENNSYLVANIA</b>
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**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grades 3-12 Mathematics: Use Canada Data Map (<http://illuminations.nctm.org/ActivityDetail.aspx?ID=175>) to describe the human characteristics of places and regions using population, culture, settlement, economic activities, political activities.

Grades 5-8 Geography: Students can review the areas of Canada by using this interactive activity (<http://www.canadiangeographic.ca/cgKidsAtlas/geodome.asp>)

Grades 9-12 Economics: Students will review the health systems of United States and Canada. They will identify the positive aspects of each system. ([www.econedlink.org/e535](http://www.econedlink.org/e535)). Inuit people of northern Canada provide an example of a traditional economy. For thousands of years, Inuit parents have taught their children the survival skills needed to survive in the Arctic Circle's severe climate. Students will research the Inuit economy and compare and contrast it with the United States' market economy. ([www.econedlink.org/e795](http://www.econedlink.org/e795))

Pennsylvania curriculum standards can be accessed at  
[www.education.state.pa.us/portal/server.pt/community/curriculum/7523](http://www.education.state.pa.us/portal/server.pt/community/curriculum/7523)

**PENNSYLVANIA State Social Studies Specialists**

<p><b>Sally Flaherty</b> Regular Member   CS4 member since E-mail: <a href="mailto:saflaherty@pa.gov">saflaherty@pa.gov</a> Voice: 717.772.0636 / FAX: 717.783.3946 Social Studies Education Advisor Pennsylvania Department of Education Bureau of Teaching and Learning 333 Market Street, 8th Floor Harrisburg, PA 17126-0333</p>	<p><b>Mr. Jesse Weisz</b> Organizational Member   CS4 member since 2008 E-mail: <a href="mailto:jesse@ggeo.org">jesse@ggeo.org</a> Voice: 877.600.0105 / FAX: 610.667.8543 Organizational Member   CS4 member since 2008 Executive Director GEE0: Global Exploration for Educators Organization 2945 Morris Road Ardmore, PA 19003</p>
<p><b>Dr. Jim Wetzler</b> Associate Member   CS4 member since 1985 E-mail: <a href="mailto:JimWetzler@Temple.edu">JimWetzler@Temple.edu</a> Voice: 717.532.8929 / FAX: 717.532.3217 PEAC Executive Director Pennsylvania Educational Alliance for Citizenship 40 Maple Avenue, Box 124 Walnut Bottom, PA 17266-0124</p>	<p><b>Pennsylvania Council for the Social Studies</b> <a href="http://pcssonline.org/">http://pcssonline.org/</a> Joe Labant, President</p>



**RHODE ISLAND**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grades 5-6/7-8 Geography: Students demonstrate an understanding of the many ways Earth's people are interconnected, NAFTA, NATO. How are cultural identities maintained in a global society? (e.g., La Survivance)

**Suggested Canadian content:** None suggested

Rhode Island curriculum standards can be accessed at [www.ride.ri.gov/instruction/gle.aspx](http://www.ride.ri.gov/instruction/gle.aspx)

**RHODE ISLAND State Social Studies Specialist**

**Vacant**

Regular Member | CS4 member since 1999

E-mail:

Voice:

FAX:

State Social Studies Coordinator

Rhode Island Department of Elementary and Secondary Education

Office of Instruction

255 Westminster Street

Providence, RI 02903-3400

**Rhode Island Council for the Social Studies - [www.ri.net/RISSA/](http://www.ri.net/RISSA/)**

Joseph O'Neill, President

**SOUTH CAROLINA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 4 History: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World. Compare the everyday life, physical environment, and **culture** of the major Native American cultural groupings, including the Pacific Northwest. Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers. Compare the various European settlements in North America.

South Carolina curriculum standards can be accessed at <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/>

**SOUTH CAROLINA State Social Studies Specialists**

<p><b>Mr. Lewis Huffman</b>                  Regular Member   CS4 member since 1985                  E-mail: <a href="mailto:lhuffman@ed.sc.gov">lhuffman@ed.sc.gov</a>                  Voice: 803.734.0322 / FAX: 803.734.5953                  Education Associate, K-12 Social Studies                  South Carolina Department of Education                  Office of Standards and Support                  1429 Senate Street Room 801D                  Columbia, SC 29201</p>	<p><b>Dr. Leslie Skinner</b>                  Regular Member   CS4 member since 2003                  E-mail: <a href="mailto:LSkinner@ed.sc.gov">LSkinner@ed.sc.gov</a>                  Voice: 803.734.8532 / FAX: 803.734.8527                  Education Associate- Social Studies Assessment                  South Carolina State Department of Education                  Curriculum Services and Assessment                  1429 Senate Street 607-A Rutledge Bldg.                  Columbia, SC 2920</p>
<p><b>Mrs. Chanda Robinson</b>                  Regular Member   CS4 member since 2006                  E-mail: <a href="mailto:crobinso@ed.sc.gov">crobinso@ed.sc.gov</a>                  Voice: 803-734-8537 / FAX: 803-734-8388                  Education Associate                  Office of Teacher Effectiveness                  South Carolina Department of Education                  1429 Senate Street                  609-A Rutledge Building                  Columbia, SC 29201</p>	<p style="text-align: center;"><b>South Carolina Council for the Social Studies</b>  <a href="http://sccss.org/">http://sccss.org/</a>                  Garrett Walker, President</p>

**SOUTH DAKOTA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 7 Economics: Students are able to describe the role of trade barriers and agreements in the global economy: NAFTA.

Grades 9-12 History: Identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region: Native Americans and reservation system, railroad, farming, livestock, and mining patterns, settlements according to nationality and religion, German, Swedes, Norwegians, Bohemians, Czech, Dutch, Hutterite, Mennonite.

Grades 9-12 Economics: Explain basic elements of trade and its impact on the U.S. economy. Describe economic alliances including NAFTA.

**Suggested Canadian content:**

Grade 3 Geography: Students are able to locate on a map/globe the seven continents, four major oceans, national borders.

Grade 5 History: Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially. Examples: French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures.

South Dakota curriculum standards can be accessed at <http://doe.sd.gov/ContentStandards/index.aspx>

**SOUTH DAKOTA State Social Studies Specialists**

<p><b>Mr. Sam Shaw</b>            Regular Member   CS4 member since 2011            E-mail: <a href="mailto:sam.shaw@state.sd.us">sam.shaw@state.sd.us</a>            Voice: 605.773.5229 / FAX: 605.773.4236            Curriculum Specialist            South Dakota Department of Education            Office of Curriculum, Technology and            Assessment            800 Governors Drive            Pierre, SD 57501-2294</p>	<p><b>Mrs. Brenda Robertson</b>            Associate Member   CS4 member since            2006            E-mail: <a href="mailto:robertson.brenda@ymail.com">robertson.brenda@ymail.com</a>            Voice: 605.945.3194            FAX: 605.494.0544            706 N. Monroe            Pierre, SD 57501</p>
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**South Dakota Council for the Social Studies** - [www.southdakotasocialstudies.net/](http://www.southdakotasocialstudies.net/)  
 John Usera, President

**TENNESSEE**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 4 Geography: Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto)

Grade 7 Economics: Evaluate the domestic and international impact of economic agreements (e.g., NAFTA)

Grade 7 Civics: Identify political leaders from selected contemporary settings (i.e. US, India, Canada, Mexico etc.) Compare different political systems with those of the United States.

Grade 8 History: Describe how immigrants retained their essential components of culture by creating a collage of different societies (e.g., the influence of the Inuit on the Native Americans, the French on early Canadians).

Grades 9-12 Economics: Describe how the world economies are connected. Role-play a discussion regarding a global economic issue that has a cultural impact such as the North America Free Trade Agreement. Understand the impact of international organizations including, but not limited to NAFTA, on the US economic policy.

Grades 9-12 History: Identify countries of the European Union, NAFTA, and other multinational economic organizations. Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy (i.e. NAFTA treaty, import quotas, free trade agreements)

**Suggested Canadian content:**

Grade 4 History: Identify cultural groups inhabiting North America in 17<sup>th</sup> century (i.e., French). Examine how Native American culture changes as result of contact with European cultures. Compare leadership styles among Native American groups and European groups.

Grade 4 Economics: Explain the economic patterns of Native American groups in TN and Western Hemisphere. Identify the economic motivations for European exploration and settlement in TN and the Western Hemisphere.

Grade 4 Geography: Locate on a map the routes of early explorers of North America.

Grade 8 Geography: Locate major countries and regions of the world on a map or globe focusing on those countries and regions that relate to the development of North America.

Tennessee curriculum standards can be accessed at [www.tn.gov/education/curriculum.shtml](http://www.tn.gov/education/curriculum.shtml)

**TENNESSEE State Social Studies Specialist**

**Ms. Brenda Ables**

Regular Member | CS4 member since 2006

E-mail: [Brenda.Ables@state.tn.us](mailto:Brenda.Ables@state.tn.us)

Voice: 615.741.5273 / FAX: 615.532.8536

Educational Specialist of the Social Studies

Tennessee Department of Education

Curriculum and Instruction

5th Floor AJ Tower

710 James Robertson Parkway

Nashville, TN 37243-0379

**Tennessee Council for the Social Studies - [www.tncss.org/](http://www.tncss.org/)**

Gordon Sisk, President

**TEXAS****Required Canadian content in state standards:**

Grade 2 Geography: Locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps

Grade 6 Geography: Identify the location of major world countries such as Canada, Mexico, France, etc.

**Recommended Canadian content:** None specifically mentioned

Grades 9-12 Geography: Understand the impact of geographic factors on major events; analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush.

Grades 9-12 Economics: Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as NAFTA.

**Suggested Canadian content:**

Grade 4 History: understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration

Grade 5 History: Describe the causes and effects of the War of 1812

Grade 8 History: Explain the causes, important events, and effects of the War of 1812

Texas curriculum standards can be accessed at <http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>

**TEXAS State Social Studies Specialist**

Vacant

E-mail: / Voice: 512.463.9581/ FAX: 512-463-8057

Director of Social Studies

Texas Education Agency Curriculum

1701 North Congress

Austin, TX 78701

**Texas Council for the Social Studies - <http://txcss.org/>**

Beverly Smith, President

**Capital Area Texas Council for the Social Studies-  
[www.austinschools.org/curriculum/soc\\_stud/resources/prof\\_org.html](http://www.austinschools.org/curriculum/soc_stud/resources/prof_org.html)**

Sheila Abbott, President

**Cypress Fairbanks, TX Council for the Social Studies**

Felicia Hayes, President

**Houston Texas Council for the Social Studies**

Haley Clark, President

**Mid-Cities, TX Council for the Social Studies**

Michelle Crane, President

**Peter's Colony, TX Council for the Social Studies**

Erica Lowery, President

**Staked Plains, TX Council for the Social Studies**

<b>UTAH</b>
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**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:**

Grade 3 History: Describe and compare early indigenous people of the Americas (*e.g.* Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic) Identify how indigenous people maintain cultural traditions today.

Grade 5 History: Identify explorers who came to the Americas and the nations they represented. Describe the role of early explorers in North America. Trace development of North American colonies.

Grade 8 History: Explain where and why European countries colonized North America

Utah curriculum standards can be accessed at <http://schools.utah.gov/CURR/main/Curriculum-Programs.aspx>

**UTAH State Social Studies Specialist**

**Mr. Robert Austin**

Regular Member | CS4 member since 2010

E-mail: [robert.austin@schools.utah.gov](mailto:robert.austin@schools.utah.gov)

Voice: 801.538.7575

FAX: 801.538.7973

Specialist

Utah State Office of Education, Teaching and Learning

Licensing, Professional Development, International Initiatives, Social Studies

250 East 500 South

P.O. Box 144200

Salt Lake City, UT 84114-4200

**Utah Council for the Social Studies - [www.ucssblog.com/](http://www.ucssblog.com/)**

Quinn Rollins, President

**VERMONT**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grades 9-12 Civics: Analyzing the impact of interdependence among states and nations (e.g., OPEC, NAFTA).

**Suggested Canadian content:**

Grades 3/4 Geography: Locating countries and major cities in North America

Grades 9-12 Geography: Generating information related to the impact of human activities on the physical environment in the local, state, national, or global community in order to draw conclusions and recommend actions (e.g. using charts and graphs to analyze the effects of overfishing along the coast of North America)

**Vermont curriculum standards** (2004) can be accessed at

<http://education.vermont.gov/new/html/pubs/framework.html>

**VERMONT State Social Studies Specialist**

**Dr. Elise Guyette**

Associate Member | CS4 member since 1993

E-mail: [Eguy949@aol.com](mailto:Eguy949@aol.com)

Voice: 802.658.1209

FAX: 802.658.1209

Coordinator of Special Projects

Vermont Alliance for the Social Studies

22 Orchard Road

South Burlington, VT 05403

**Vermont Alliance for the Social Studies** - <http://vermontsocialstudies.org/>

Mike Austin, President

**VIRGINIA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 3 History: Describe the accomplishments of and locate the regions explored by Christopher Columbus, Juan Ponce de León, Jacques Cartier (to colonize the new world, explored the St. Lawrence River Valley near Quebec and gave France a North America claim).

Grade 3 Geography: Know the physical shapes of the continents (North and South America etc.). Know where the explorers were (Cartier, Quebec, Canada)

Grade 5 Geography: Know seven continents and five oceans. Locate and describe the location of the geographic regions of North America and physical characteristics: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains. Locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River. Locate where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl). Demonstrate knowledge of European explorations in North America (Samuel de Champlain established the French settlement of Québec, John Cabot explored eastern Canada).

Grades 9-12 Geography: Analyze how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions. Canada: French and English. Analyze physical, economic, and cultural characteristics of world regions, NAFTA, St. Lawrence River, Hudson Bay, Canadian Shield. Canada's struggle to maintain a national identity. World's longest unfortified border between the United States and Canada. Cities as centers of culture and trade Toronto, Montreal, Ottawa, Québec, Vancouver.

Grades 9-12 Civics: Demonstrate knowledge of the role of the United States in a changing world by examining recent foreign policy and international trade initiatives since 1980. North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities.

**Suggested Canadian content:** None suggested

Virginia curriculum standards (2008) can be accessed at [www.doe.virginia.gov/testing/index.shtml](http://www.doe.virginia.gov/testing/index.shtml)

**Virginia Council for the Social Studies - [www.vcss.org](http://www.vcss.org)**

Craig Blackman, President



**VIRGINIA State Social Studies Specialists**

<p><b>Dr. Beverly Thurston</b>  Regular Member   CS4 member since  E-mail: <a href="mailto:Beverly.Thurston@doe.virginia.gov">Beverly.Thurston@doe.virginia.gov</a>  Voice: 804.225.2893  FAX: 804.786.1597  Coordinator- History and Social Science and  International Education Office  Virginia Department of Education  Office of Middle and High School Instruction  P. O. Box 2120  Richmond, VA 23218-2120</p>	<p><b>Mrs. Betsy Barton</b>  <b>Regular Member   CS4 member since 2002</b>  E-mail: <a href="mailto:Betsy.Barton@doe.virginia.gov">Betsy.Barton@doe.virginia.gov</a>  Voice: 804.225.3454  FAX: 804.786.1703  Elementary History and Social Science Specialist  Virginia Department of Education  P. O. Box 2120  Richmond, VA 23218-2120</p>
<p><b>Derik Dupont</b>  <b>Organizational Member   CS4 member since 2011</b>  E-mail: <a href="mailto:ddupont@billofrightsinstitute.org">ddupont@billofrightsinstitute.org</a>  Voice: 703.894.1776  FAX:  Director of Sales  The Bill of Rights Institute  200 N. Glebe Rd  Suite 200  Arlington, VA 22203</p>	<p><b>Dr. Jim Page</b>  <b>Associate Member   CS4 member since</b>  E-mail:  Voice: 207.540.5152  FAX:  -Retired  2568 Mud Pike Road  Christians Burg, VA 24073</p>

**WASHINGTON****Required Canadian content in state standards:**

Grade 3 Geography: Explains the physical geography, including landforms and climate, of Mexico, Canada, and the U.S. Compares the forms of literature, music, art, dance, and games of cultures in Mexico, Canada, and US.

**Recommended Canadian content:**

Grade 6 Geography: Construct and analyze maps using scale, direction, symbols, legends and projections to gather information. Example: construct a population map of Canada, including annual temperature, and draw conclusions about how the environment affects human settlement.

Grades 9/10 Economics: Analyze and evaluate how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present. Example: examine and critique how Canada has distributed resources to its people.

Grade 11 Economics: Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present. Examples: Examine how the passage of NAFTA affects the economic geography of Canada, the United States, and Mexico.

Grade 12 Economics: Evaluates the impact of international agreements on contemporary world issues.

Examples:– Critiques the advantages and disadvantages of belonging to international organizations, such as the United Nations, or adhering to international agreements, such as the North American Free Trade Agreement. Evaluates the effects of the North American Free Trade Agreement (NAFTA) on the economies of the United States, Canada, and Mexico. Examines the motives and interests behind different interpretations of the effects of NAFTA on the North American economies.

**Suggested Canadian content:**

Grade 3 History: First Nations of North America, cultures of North America

Grade 4 History: Exploring the Pacific Northwest Prior to Statehood. Explain how the Hudson's Bay Company's establishment of Fort Vancouver in 1825 helps to define the history of the Pacific Northwest from 1811 to 1889 as a time of immigration and settlement.

Grade 5 History: Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791, Development of indigenous societies in North America.

Grade 7 Economics: Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present. Example, examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon; and the efforts of the Northwest Indian Fish commission. Explain the evidence supporting a position on how the North American Free Trade Agreement has affected trade between Washington State and Canada. Develop a research question to guide inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.

Grade 7 Geography: Explain how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest. Understand the role of immigration in shaping societies in the past or present. Examples, understand the role of the Klondike Gold Rush on the development of Seattle.

Washington state curriculum standards (2008) accessed at [www.k12.wa.us/CurriculumInstruct/default.aspx](http://www.k12.wa.us/CurriculumInstruct/default.aspx)

**WASHINGTON State Social Studies Specialist****Mrs. Carol Coe**E-mail: [carol.coe@k12.wa.us](mailto:carol.coe@k12.wa.us)

Voice: 360.725.6351 / FAX: 360.725.6107

Office of Superintendent of Public Instruction

Old Capitol Bldg. / P. O. Box 47200

Olympia, WA 98504-7200

**Washington Council for the Social Studies**[www.wscss.org/](http://www.wscss.org/)

Kevin Richins, President

**WEST VIRGINIA**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 6 Economics: Define NAFTA and summarize its effects on the US economy

Grade 11 Civics: Demonstrate an understanding of US foreign policy and global economic issues since 1990. Determine the motivation for adopting NAFTA.

**Suggested Canadian Content:**

Grade 3 Geography: create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot). Compare and contrast the European explorers, their reasons for exploration, the result of their presence on peoples in English, French, Spanish and Native American cultures, and the effect of their exploration on the rest of the world.

Grade 4 History: Compare and contrast backgrounds, motivations and occupational skills between English, French and Spanish settlers

Grade 6 Geography: Locate the major waterways of North America

West Virginia curriculum standards can be accessed at <http://wvde.state.wv.us/policies/csos.html>

**WEST VIRGINIA State Social Studies Specialist**

**Mr. Joey Wiseman**

Regular Member | CS4 member since 2010

E-mail: [rjwisema@access.k12.wv.us](mailto:rjwisema@access.k12.wv.us)

Voice: 304.558.5325

FAX: 304.558.1834

Social Studies Coordinator

West Virginia Department of Education

Office of Instruction

1900 Kanawha Blvd. East

Bldg. 6, Rm 608

Charleston, WV 25305-0330

**West Virginia Council for the Social Studies**

<http://wvcss.edublogs.org/>

<b>WISCONSIN</b>
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**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:**

Grade 12 Civics: Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

**Suggested Canadian content:**

Wisconsin curriculum standards can be accessed at <http://dpi.state.wi.us/standards/ssintro.html>

**WISCONSIN State Social Studies Specialist**

**Ms. Kristen McDaniel**

Regular Member | CS4 member since 2010

E-mail: [kristen.mcdaniel@dpi.wi.gov](mailto:kristen.mcdaniel@dpi.wi.gov)

Voice: 608.266.2207

FAX: 608.266.1965

Educational Consultant

Wisconsin Department of Public Instruction

Social Studies Education

125 South Webster Street

P.O. Box 7841

Madison, WI 53707

**Wisconsin Council for the Social Studies - [www.wcss-wi.org](http://www.wcss-wi.org)**

Jenny Morgan, President

**WYOMING**

**Required Canadian content in state standards:** No specific unit.

**Recommended Canadian content:** None specifically mentioned

**Suggested Canadian content:** None suggested.

Wyoming social studies content (2008) can be accessed at  
[www.k12.wy.us/SA/standards/standards%202008%20social%20studies.pdf](http://www.k12.wy.us/SA/standards/standards%202008%20social%20studies.pdf)

**WYOMING****Stephanie Brady**

Regular Member | CS4 member since 2012

E-mail: [stephanie.brady@wyo.gov](mailto:stephanie.brady@wyo.gov)

Voice: 307.777.3793

FAX:

Social Studies Consultant

Wyoming Department of Education

2300 Capitol Avenue

Hathaway Building, 2nd floor

Cheyenne, WY 82002-0050

<p><b>CANADIAN CONSULATES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Atlanta</a></li> <li>• <a href="#">Boston</a></li> <li>• <a href="#">Chicago</a></li> <li>• <a href="#">Dallas</a></li> <li>• <a href="#">Denver</a></li> <li>• <a href="#">Detroit</a></li> <li>• <a href="#">Houston</a></li> <li>• <a href="#">Los Angeles</a></li> <li>• <a href="#">Miami</a></li> <li>• <a href="#">Minneapolis</a></li> <li>• <a href="#">New York</a></li> <li>• <a href="#">San Diego</a></li> <li>• <a href="#">San Francisco/Silicon Valley</a></li> <li>• <a href="#">Seattle</a></li> </ul>	<p><b>QUEBEC DELEGATIONS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Atlanta</a></li> <li>• <a href="#">Boston</a></li> <li>• <a href="#">Chicago</a></li> <li>• <a href="#">Los Angeles</a></li> <li>• <a href="#">New York</a></li> <li>• <a href="#">Washington, DC</a></li> </ul>
<p><b>SOCIAL STUDIES ORGANIZATIONS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Council for the Social Studies</a> <ul style="list-style-type: none"> <li>○ <a href="#">State NCSS Councils</a></li> </ul> </li> <li>• <a href="#">American Association of Geographers</a></li> <li>• <a href="#">National Council for Geographic Education</a> <ul style="list-style-type: none"> <li>○ <a href="#">State Geography Alliances</a></li> <li>○ <a href="#">National Geographic Society</a></li> </ul> </li> <li>• <a href="#">Center for Civic Education</a></li> <li>• <a href="#">Council for Economic Education</a></li> <li>• <a href="#">National Council for History Education</a> <ul style="list-style-type: none"> <li>○ <a href="#">State Councils for History Ed</a></li> </ul> </li> <li>• <a href="#">Campaign for the Civic Mission of Schools</a></li> <li>• <a href="#">American Historical Association</a></li> <li>• <a href="#">American Bar Association</a></li> <li>• <a href="#">Constitutional Rights Foundation/USA</a></li> <li>• <a href="#">National History Day</a></li> <li>• <a href="#">Street Law, Inc.</a></li> <li>• <a href="#">World History Association</a></li> <li>• <a href="#">What so Proudly We Hail</a></li> </ul>	<p><b>LANGUAGE ORGANIZATIONS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Council for Languages and International Studies</a></li> <li>• <a href="#">National Council of State Supervisors for Languages</a></li> <li>• <a href="#">National Association of District Supervisors of Foreign Language</a></li> <li>• <a href="#">American Council on the Teaching of Foreign Languages</a></li> <li>• <a href="#">National Council for Less Commonly Taught Languages</a> <ul style="list-style-type: none"> <li>○ <a href="#">Less Commonly Taught Language Teaching Organizations</a></li> </ul> </li> </ul>

**STATE FOREIGN LANGUAGE ORGANIZATIONS**

- [Alabama Association of Foreign Language Teachers \(AAFLT\)](#)
- [Arizona Language Association \(AZLA\)](#)
- [California Language Teachers' Association \(CLTA\)](#)
- [Colorado Congress of Foreign Language Teachers \(CCFLT\)](#)
- [Connecticut Council of Language Teachers \(CT COLT\)](#)
- [Florida Foreign Language Association \(FFLA\)](#)
- [Georgia - Foreign Language Association of Georgia \(FLAG\)](#)
- [Hawaii Association of Language Teachers \(HALT\)](#)
- [Idaho Association of Teachers of Language and Culture \(IATLC\)](#)
- [Indiana Foreign Language Teachers Association \(IFLTA\)](#)
- [Iowa World Language Association \(IWLA\)](#)
- [Kansas World Language Association \(KFLA\)](#)
- [Kentucky World Language Association \(KWLA\)](#)
- [Louisiana Foreign Language Teachers Association \(LFLTA\)](#)
- [Foreign Language Association of Maine \(FLAME\)](#)
- [Maryland Foreign Language Association \(MFLA\)](#)
- [Massachusetts Foreign Language Association \(MaFLA\)](#)
- [Michigan Foreign Language Association \(MI FLA\)](#)
- [Minnesota Council on the Teaching of Foreign Languages and Cultures \(MCTLC\)](#)
- [Mississippi Foreign Language Association \(MFLA\)](#)
- [Foreign Language Association of Missouri \(FLAM\)](#)
- [Montana Association of Language Teachers \(MALT\)](#)
- [Nebraska International Languages Association \(NILA\)](#)
- [Nevada Language Association \(NVLA\)](#). Facebook
- [New Hampshire Association of World Language Teachers \(NHAWLT\)](#)
- [Foreign Language Educators of New Jersey \(FLENJ\)](#)
- [New Mexico Organization of Language Educators \(NM OL é \)](#)
- [New York State Association of Foreign Language Teachers \(NYSAFLT\)](#)
- [Foreign Language Association of North Carolina \(FLANC\)](#)
- [Ohio Foreign Language Association \(OFLA\)](#)
- [Oklahoma Foreign Language Teachers' Association \(OFLTA\)](#)
- [Oregon Confederation For Language Teaching \(COFLT\)](#)
- [Pennsylvania State Modern Language Association \(PSMLA\)](#)
- [South Carolina Foreign Language Teachers' Association \(SCFLTA\)](#)
- [South Dakota World Languages Association \(SDWLA\)](#)
- [Tennessee Foreign Language Teaching Consortium \(TFLC\)](#)
- [Texas Foreign Language Association \(TFLA\)](#)
- [Utah Foreign Language Association \(UFLA\)](#)
- [Vermont Foreign Language Association \(VFLA\)](#)
- [Virginia - Foreign Language Association of Virginia \(FLAVA\)](#)
- [Greater Washington Association of Teachers of Foreign Languages \(GWATFL\)](#)
- [West Virginia Foreign Language Teachers' Association](#)
- [Wisconsin Association of Foreign Language Teachers \(WAFLT\)](#)

**EXAMPLE CURRICULUM OUTLINES . EXAMPLE UNITS****Delaware Model unit Gallery Template: “Thinking Economically”**

[www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/ss/Thinking\\_Economically\\_9-11.doc](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ss/Thinking_Economically_9-11.doc)

*International Trade most often takes place between private citizens, both consumers and producers, who live in different countries. These citizens specialize and produce those goods and services they can produce at the lowest cost. They then trade for goods that would cost them more to produce.*

First assignment: Create a presentation about America’s current trade relationship with Canada.

**Georgia Standards.org: Fourth Grade Unit 2 “The discovery of North America”**

[www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS\\_Gr\\_4\\_Unit\\_2\\_10-20-09\\_PRchgs.pdf](http://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS_Gr_4_Unit_2_10-20-09_PRchgs.pdf)

*In this unit, students will learn about the groups of people who first inhabited North America before the Age of Exploration. Student will learn how location helped the Native Americans throughout the continent establish settlements and utilize the resources available in their area. By understanding the intrinsic reasons for movement/migration, student will learn how the Native American and European explorers affected each other and the development of culture and economy in North America.*

**Georgia Standards.org: Sixth Grade Unit 8 “Canada Today”**

[www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%206%20Unit%208.pdf](http://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%206%20Unit%208.pdf)

*This unit will focus on modern Canada. Conflict and change will be studied as students analyze Quebec’s independence movement. The theme of culture will be examined as students describe the influence of the French and English on the languages and religions of Canada. The theme of governance will be a unit focus as students determine the system of government found in Canada*

**Georgia Standards.org: Sixth Grade Unit 9: “Environmental and Economic Forces in Canada”**

[www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%206%20Unit%209.pdf](http://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%206%20Unit%209.pdf)

*In this unit, students will focus on economic development in Canada. Students will analyze human environmental interaction with the environment by looking at the impact of government policies and individual behaviors. Students will explain how the location and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. The theme of production, distribution, and consumption will be studied as students evaluate how voluntary trade benefits buyers and sellers in Canada. Students will describe the factors that influence economic growth and examine their presence or absence in Canada. Students will also explain how the literacy rate in Canada affects this nation’s development in the modern world*

**Georgia Standards.org: Teacher Notes: Latin America and the Caribbean and Canada**

[www.georgiastandards.org/Frameworks/GSO%20Frameworks/Teacher%20Notes-6th%20Grade-Latin%20America-Final-8-5-10.pdf](http://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Teacher%20Notes-6th%20Grade-Latin%20America-Final-8-5-10.pdf)

**Georgia Standards.org: World Geography Unit 8 “Physical and Human Systems of Canada and the United States”**

[www.georgiastandards.org/Frameworks/GSO%20Frameworks/World%20Geography%20Unit%208.pdf](http://www.georgiastandards.org/Frameworks/GSO%20Frameworks/World%20Geography%20Unit%208.pdf)



*In this unit, students will understand that the interaction of physical and human systems has shaped contemporary Canada and the United States.*

**Michigan Grade 6 Unit Outline Example: Western Hemisphere Studies**

[www.michigan.gov/documents/mde/Grade6UnitOutline\\_229521\\_7.pdf](http://www.michigan.gov/documents/mde/Grade6UnitOutline_229521_7.pdf)

October and November: United States and Canada

**New York Grade 5: The Western Hemisphere: The United States, Canada, and Latin America**

[www.p12.nysed.gov/ciai/socst/pub/ssisr5.pdf](http://www.p12.nysed.gov/ciai/socst/pub/ssisr5.pdf)

History, geography, economics, governments.

**Texas World Geography Unit 2: United States and Canada - Introduction to the US and Canada**

[www.comalisd.org/Curriculum\\_Instruction/Admin\\_Social\\_Studies/Social\\_Studies\\_Files/World%20Geog.%20Activities.pdf](http://www.comalisd.org/Curriculum_Instruction/Admin_Social_Studies/Social_Studies_Files/World%20Geog.%20Activities.pdf)