

Canada and the American Curriculum			REQUIRED			
<i>Where is Canadian content taught, at what level, in what course?</i>			Recommended: HISTORY			
Data current as of January 2013			Recommended: ECONOMICS			
			Recommended: GEOGRAPHY			
			Recommended: CIVICS			
State	Elem K-5	Specifics	Middle 6-8	Specifics	High 9-12	Specifics
AL			RECOMMENDED: Geography	Grade 7: Describe the relationship between locations of resources and patterns of population distribution in the Western Hemisphere. Example, fish from Canada.	RECOMMENDED World Geography	Grade 9-12: 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.
AL	SUGGESTED: US History	Grade 5: 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.	SUGGESTED: Citizenship	Grade 7: Compare the government of the United States with other governmental systems.	RECOMMENDED: Economics	Grade 12: Comparison of the development and characteristics of the world's traditional, command, and market economies. 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 the 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.

AL					SUGGESTED: US Government	Grade 12: (Foreign Policy of the U.S.). Identify traditional foreign policies allies of the United States and potential areas of current and future intervention.
AK	RECOMMENDED: Geography	Elementary Level: How humans and physical environments interact. Graph changes in settlement patterns in the Alaskan and Yukon gold fields from 1896-1910.	RECOMMENDED: Geography	Middle Level: 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.		
AK			RECOMMENDED: History	Middle Level: 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.		

AK	SUGGESTED K-12 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	SUGGESTED K-12 Government/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.	SUGGESTED K-12 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.
AR			RECOMMENDED: History	Grade 5: 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)	SUGGESTED: World History	Grades 9-12: 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)]
AR	SUGGESTED: Geography	Grade 4: Forms and roles of government. Recognize that there are different forms of government throughout the world.	RECOMMENDED: Geography	Grade 6: 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: World Geography	Grades 9-12: Investigate the economic interdependence of countries and regions over time (e.g., North American Free Trade Agreement, Organization of Petroleum Exporting Countries, European Union)

AR	SUGGESTED: History	<p><u>Grade 5:</u> Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas. Describe the causes of the War of 1812 and analyze the effects it had on the United States.</p>	SUGGESTED: History	<p><u>Grade 7:</u> Examine the development of ancient non-European civilizations: Africa, the Americas, Asia</p>		
AZ	RECOMMENDED: History	<p><u>Grade 3:</u> Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan 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.</p>				
AZ	SUGGESTED: History	<p><u>Grade 5:</u> 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 Hernan de Soto in the New World.</p>			SUGGESTED: History	<p><u>Grade 9-12:</u> 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.</p>

CA			<p style="text-align: center;"><u>Grade 8:</u> 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.</p> <p style="text-align: center;"><u>Grade 11:</u> 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.</p>			
CA	SUGGESTED: US History and Geography	<u>Grade 5:</u> 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	RECOMMENDED History and Geography:		RECOMMENDED: History and Geography	<u>Grade 12:</u> 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.

CO			<p><u>Grade 6:</u> The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships. 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.</p>			
CO	SUGGESTED: History	<p><u>Grade 5:</u> 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.</p>	SUGGESTED: Economics	<p><u>Grades 8:</u> : 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.</p>	SUGGESTED: Economics	<p><u>Grades 9-12:</u> Economic policies affect markets</p>
			RECOMMENDED: History		SUGGESTED: Geography	<p><u>Grades 9-12:</u> The interconnected nature of the world, its people and places</p>

CO	SUGGESTED: Geography	<u>Grade 5:</u> Causes and consequences of movement. Technology has influenced movement to, colonization of, and the settlement of North America.	SUGGESTED: Geography	<u>Grade 6:</u> 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.		
CO			SUGGESTED: Civics	<u>Grades 6/7:</u> Analyze the interconnectedness of the United States and other nations. Compare multiple systems of government. Different forms of government and international organizations and their influence in the world community. Compare different forms of government and how they derive authority. Evaluate how various nations interact, resolve 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.	SUGGESTED: World Language	<u>K-12:</u> Students acquire and use knowledge of cultures while developing foreign language skills

CT	RECOMMENDED: Geography	<p><u>Grade 4:</u> 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.</p>	SUGGESTED: History	<p><u>Grades 6/7:</u> 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).</p>		
CT			SUGGESTED: Geography	<p><u>Grades 6/7:</u> 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).</p>		

CT			SUGGESGTED: Civics	<p><u>Grades 6/7:</u> Compare and contrast different forms of governance in the past and present (e.g. monarch, dictatorship, representative democracy, parliament).</p>	SUGGESTED: World History	<p><u>Grades 9-12:</u> 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).</p>
DE	SUGGESTED: Civics	<u>Grade 4:</u> Compare basic structures of various governments beyond the U.S. borders	RECOMMENDED: Economics	<p><u>Grade 7:</u> 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</p>	RECOMMENDED: Geography	<p><u>Grades 9-12:</u> Students interpret the Earth’s changing complexity. Students should recognize that regions and their boundaries are not permanent, since the conditions that created them may have changed over time. For instance, the regional boundaries of Native Americans prior to European settlement were severely disrupted or obliterated with forced removals. In Northern Canada, assertion of Native American rights has produced a new set of regional self-governing territories, such as Nunavut.</p>

DE	SUGGESTED: Economics	<u>Grade 5:</u> International trade links countries around the world and can improve the economic welfare of nations. (See "Thinking Economically" Grade 5 model unit about America's current trade relationship with Canada.)			SUGGESTED: Civics	<u>Grades 9-12:</u> Understand the structure and purposes of different governments around the world differ in terms of ideologies, cultures, values, and histories.
DC	RECOMMENDED: US History and Geography	<u>Grade 4:</u> 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: US History and Geography	<u>Grade 8:</u> 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	REQUIRED: US History and Geography	<u>Grade 11:</u> Explain the major goals of the North American Free Trade Agreement (NAFTA) and its impact on the U.S., Mexican, and Canadian economies
DC	SUGGESTED: Geography	<u>Grade 2:</u> Students describe the North American landscape, indigenous adaptations to it, and modifications to it.			SUGGESTED: World History and Geography	<u>Grade 10:</u> Trace the importance of trade and regional trade treaties (e.g., NAFTA, MERCOSUR, CAFTA, and CARICOM).

DC	SUGGESTED: US History and Geography	<u>Grade 4</u> : 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.	SUGGESTED: Modern World Languages	<u>Grade 6-12</u> : 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.	SUGGESTED: Economics	<u>Grade 9-12</u> : 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.
FL	REQUIRED: Geography	<u>Grade 2</u> : Use a map to locate the countries in North America (Canada, Mexico and Caribbean)	REQUIRED: Geography	<u>Grade 7</u> : 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.		
FL	REQUIRED: Economics	<u>Grade 3</u> : Distinguish between currencies used in the US, Canada, Mexico and Caribbean	RECOMMENDED: History	<u>Grade 8</u> : Compare the relationships among the British, French, Spanish and Dutch in their struggle for colonization of North America.		

	<p>FL REQUIRED: Geography</p>	<p><u>Grade 3</u> : 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.</p>	<p>RECOMMENDED: Geography</p> <p><u>Grade 5</u>: Identify, compare cultural aspects of Native American tribes from different geographic regions of North America (e.g. Pacific Northwest)</p>			
<p>FL</p>	<p>SUGGESTED: Economics</p>	<p><u>Grade 2</u>: Recognize that the US trades with other nations.</p>	<p>SUGGESTED: History</p>	<p><u>Grade 5</u>: 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. <u>Grade 8</u> : Explain the consequences of the French and Indian War in British policies for the American colonies.</p>	<p>SUGGESTED: Economics</p>	<p><u>Grades 9-12</u>: Analyze the rise of regional trade blocs such as the European Union and NAFTA</p>
<p>GA</p>			<p>REQUIRED: Geography</p> <p><u>Grade 6</u>: 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.</p>	<p>REQUIRED: US History</p>	<p><u>Grades 9-12</u>: Describe European settlement in North American during the 17th century. Explain the reasons for French settlement of Quebec.</p>	

GA	RECOMMENDED: History	<p><u>Grade 4:</u> 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.</p>	<p>REQUIRED: UNIT 8- Canada Today, and Unit 9-Environmental and Economic Forces in Canada</p>	<p><u>Grade 6 Civics:</u> Explain the structure of the national government of Canada. <u>Grade 6 Economics:</u> 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. <u>Grade 6 History:</u> Analyze important 20th 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.</p>	<p>REQUIRED: World Geography</p>	<p><u>Grade 9-12:</u> 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.</p>
GA					<p>RECOMMENDED: World History</p>	<p><u>Grade 9-12 World History:</u> Emerging Global World. Explain the roles of explorers including Samuel de Champlain and how did their actions help forge a global world.</p>
GA			<p>SUGGESTED: Modern Languages & Latin</p>	<p><u>Levels 1 & 2:</u> French Thematic Units explore life in French-Speaking countries of the world.</p>	<p>RECOMMENDED: Economics</p>	<p><u>Grades 9-12 Economics:</u> List specific examples of trading blocs such as the EU, NAFTA, and ASEAN.</p>

HI	SUGGESTED: History	<u>Grade 5:</u> 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.	SUGGESTED: World Geography	<u>Grade 8 :</u> World in spatial terms. Understand the nature and interaction of geographic regions and societies around the world.	SUGGESTED: World History	<u>Grade 11:</u> 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.
HI					SUGGESTED: Geography, Civics, Global Studies	<u>Grades 9-12 Geography:</u> 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) <u>Grades 9-12 Civics:</u> Explain the influence of international organizations (e.g., NATO, United Nations, World Trade Organization) on U.S. foreign and domestic policies <u>Grades 9-12 Global Studies:</u> Explain scenarios for the possible effects of global warming (e.g. desertification in Africa, rising sea levels in the Pacific, melting polar ice sheets).
ID	SUGGESTED: History	<u>Grade 5:</u> Describe the interactions between European colonists and established societies in North America.				

ID			SUGGESTED: Geography Western Hemisphere	<p><u>Grades 6-9:</u> 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.</p>	SUGGESTED: Economics, American Government	<p><u>Grades 9-12 Economics:</u> Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO. [NAFTA would fit here] <u>Grades 9-12 American Government:</u> Identify and evaluate the role of the United States in international organizations and agreements, such as the United Nations, NAFTA, and humanitarian organizations.</p>
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ID			SUGGESTED: US History	<p><u>Grades 6-12:</u> 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.</p>		
IL	SUGGESTED: Civics	<p><u>Grades 1-5:</u> 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].</p>	SUGGESTED: History	<p><u>Grades 8:</u> 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.</p>	REQUIRED: History	<p><u>Grade 11:</u> 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.</p>

IL			SUGGESTED: Civics, History	<p><u>Grades 6-12:</u> 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.</p>	<p>RECOMMENDED: Economics</p> <p><u>Grade 11:</u> Understand the significance of watershed U.S. economic policies, including: the gold standard, minimum wage legislation, federal banking system, and NAFTA.</p>
IL					<p>SUGGESTED: History</p> <p><u>Grade 11:</u> 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; vying for control of North America).</p>

IN

RECOMMENDED:
History

Grade 5: 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.

RECOMMENDED: Civics

Grade 6: 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.

RECOMMENDED:
Geography and History
of the World

Grades 9-12: 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: NATO, NAFTA. Describe the spread of specific sports from their geographic origins. Analyze the spatial patterns that emerge. Example: lacrosse (Canada, Native Americans).

	<p>IN</p> <p>RECOMMENDED: Geography</p>	<p><u>Grade 6:</u> 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. Example: Rural and urban areas of Brazil, Canada, Mexico, Russia and Great Britain. Evaluate data on people, cultures and developments in Europe and the Americas. Example: Show the impact of immigration patterns in Canada.</p>	<p>SUGGESTED: History</p>	<p><u>Grade 8:</u> Explain the causes and consequences of the War of 1812</p>	<p>RECOMMENDED: Civics</p>	<p><u>Grades 9-12:</u> 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).</p>

IN	SUGGESTED: History	<p><u>Grade 5:</u> 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.</p>			SUGGESTED: World Geography, Economics, Geography and History of the World	<p><u>Grades 9-12 World Geography:</u> Assess the role played by maps 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.</p> <p><u>Grades 9-12 Economics:</u> 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.</p> <p><u>Grades 9-12 Geography and History of the World:</u> 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).</p>
IA	SUGGESTED: Economics	<p><u>Grade 3-5:</u> Understand how nations throughout the world have joined with one another to promote economic development and growth.</p>	SUGGESTED: Economics	<p><u>Grade 6-8:</u> 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.</p>	SUGGESTED: History	<p><u>Grades 9-12:</u> Understand from a historical perspective the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.</p>

IA	SUGGESTED: History	<p><u>Grade 3-5</u> : Understand major land and water routes of explorers. Understand seasons, climate, and weather, environmental change and crises affect social and economic development. Understand major land and water routes of explorers.</p>	SUGGESTED: Civics	<p><u>Grades 6-8</u>: 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.</p>	SUGGESTED: Civics	<p><u>Grade 9-12</u>: 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.</p>
IA	SUGGESTED: Civics	<p><u>Grade 3-5</u>: 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.</p>				
IA	SUGGESTED: Geography	<p><u>Grades 3-5</u>: 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.</p>				

KS	REQUIRED: Geography	<u>Grade 1:</u> Locate Kansas, the United States, Canada, Mexico, Atlantic Ocean and Pacific Ocean on a map.	SUGGESTED: History	<u>Grade 8:</u> Establishing america. Events include War of 1812.	RECOMMENDED: Civics <u>Grades 9-12:</u> Domestic and foreign policy. Examples include NATO, NAFTA
KS	SUGGESTED: History	<u>Grade 5:</u> 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?			
KY	REQUIRED: Geography	<u>Grade 3:</u> Be able to compare the US, 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).	REQUIRED: Geography	<u>Grade 6:</u> US, Canada, Latin America – the Five Themes of Geography (weeks 1-7)	

	<p>KY REQUIRED: Geography</p>	<p><u>Grade 5:</u> 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.</p>			<p>SUGGESTED: World History</p>	<p><u>Grades 9-12:</u> : European Exploration (includes France, England) and the impact of exploration on the world; Weeks 4-5. Other post war policies and events (includes NATO).</p>
	<p>KY SUGGESTED: History, Geography</p>	<p><u>Grade 5 History:</u> : 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. <u>Grade 5 Geography:</u> Explorers and their countries (ex: Erikson, Champlain, Hudson). Discuss the French accomplishments in North America. Early Civilizations of North America.</p>				
<p>LA</p>					<p>RECOMMENDED: History</p>	<p><u>Grades 9-12:</u> 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)</p>

		<p><u>Grade 4:</u> 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)</p>	<p><u>Grade 8:</u> 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.</p>		
LA	SUGGESTED: History		REQUIRED: History		<p>REQUIRED World Geography</p> <p><u>Grades 9-12:</u> 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</p>
LA	SUGGESTED: History	<p><u>Grade 5:</u> 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.</p>	SUGGESTED: History	<p><u>Grade 7:</u> Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812).</p>	<p>REQUIRED : Civics</p> <p><u>Grades 9-12:</u> Unit 3 Roles of US Foreign Policy, Activity 3: Accomplishing Foreign Policy; read, analyze a brief history of NAFTA.</p>

ME	SUGGESTED: Civics	<u>Grades 3-5:</u> Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.	SUGGESTED: Civics	<u>Grades 6-8:</u> Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.	SUGGESTED: Civics	<u>Grades 9-12:</u> Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.
ME	SUGGESTED: Economics	<u>Grades 3-5:</u> Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.	SUGGESTED: Economics	<u>Grades 6-8:</u> Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world.	SUGGESTED: Economics	<u>Grades 9-12:</u> Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.
ME			SUGGESTED: History	<u>Grades 6-8:</u> Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.	SUGGESTED: History	<u>Grades 9-12:</u> Students 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.
ME	SUGGESTED: Geography	<u>Grades 3-5:</u> Students understand the geography of the community, Maine, the United States, and various regions of the world.	SUGGESTED: Geography	<u>Grades 6-8:</u> Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.	SUGGESTED: Geography	<u>Grades 9-12:</u> Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

MD	SUGGESTED: Geography	<u>Grade 3:</u> Identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases	RECOMMENDED: History	<u>Grade 7:</u> 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.	RECOMMENDED: Civics <u>Grades 9-12:</u> 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)
MD	SUGGESTED: History	<u>Grade 5:</u> 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.			RECOMMENDED: History <u>Grades 9-12:</u> 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)
MA	REQUIRED: Geography	<u>Grade 2:</u> Locate the current boundaries of the United States, Canada, and Mexico			REQUIRED: History <u>Grades3-12:</u> Explain why the United States, Canada, and Mexico signed the NAFTA agreement in 1993.
MA	REQUIRED: History	<u>Grade 5:</u> 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.	SUGGESTED: Economics	<u>Grade 6:</u> Define and study trade barriers and to evaluate the arguments for and against free trade.	

	<p>MA REQUIRED: Canada Unit</p> <p><u>Grade 4:</u> 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.</p>				
<p>MI</p>	<p>RECOMMENDED: History</p> <p><u>Grade 5:</u> 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.</p>			<p>RECOMMENDED: Civics</p>	<p><u>Grades 9-12:</u> Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA)</p>

<p>MI</p>	<p>SUGGESTED: History</p>	<p><u>Grade 5:</u> 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.</p>	<p><u>Grade 6:</u> Includes study of Canadian geography, history, economics, civics. Draw a map of the Western Hemisphere showing the major regions. 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). Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydro electric power generation, agriculture). Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999. Identify unifying characteristics such as the cultural traditions maintained in French-speaking Canada. Give examples of how countries work together through international organizations (e.g. NAFTA). An example of cooperation would be the establishment of the border between the US and Canada.</p> <p>REQUIRED: Western Hemisphere Unit</p>	<p>SUGGESTED: Civics</p>	<p><u>Grades 9-12:</u> 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).</p>
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<p>MN REQUIRED: Geography</p>	<p><u>Grade 4:</u> 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.</p>	<p><u>Grade 8:</u> Describe the locations of populations and the cultural characteristics of the US and Canada. Describe how the physical and environmental features of the US and Canada affect human activity and settlement. Explain how the changing patterns of industrialization and trade between the US, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance. e.g. NAFTA, trade patterns between Minnesota and Canada, the building of the Great Lakes Seaway, the manufacturing of autos 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 US. 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.</p>	<p>SUGGESTED: K-12</p>	<p>American Indian Sovereignty and Leadership Curricula: Includes knowing the nations in North America</p>
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MN	SUGGESTED: Geography	<u>Grade 4:</u> 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 United States, and also Canada or Mexico.	RECOMMENDED: History		
MN	SUGGESTED: History	<u>Grade 5:</u> Compare and contrast life within the English, French, and Spanish colonies in North America			
MS			RECOMMENDED: History	SUGGESTED: Civics	<u>Grades 9-12:</u> 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.

		<p><u>Grade 5:</u> 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.</p>				
MS	SUGGESTED: History					

MO	SUGGESTED: History	<u>Grade 5:</u> Summarize the viability and diversity of Native American cultures before Europeans came. Outline the discovery, exploration and early settlement of America.	SUGGESTED: Geography	<u>Grades 6/7:</u> Locate major cities and nation of the world. Locate the world's continents, oceans and major topographic features. Locate major cities and nation of the world in historical context. Locate the world's continents, oceans and major topographic features as civilizations spread.	SUGGESTED: History/Geography	<u>Grades 9-12 History:</u> Explain the US role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy. <u>Grades 9-12 Geography:</u> Locate the major cities of the world and many of the world's nations, continents, oceans and major topographic features.
MO			SUGGESTED: History	<u>Grade 8:</u> Summarize the viability and diversity of Native American cultures before Europeans came. Evaluate the importance of the discovery, exploration and early settlement of America.		
MT	SUGGESTED: History/Geography	<u>Grade 5 History:</u> 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. <u>Grade 5 Geography:</u> Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	SUGGESTED: History	<u>Grade 8:</u> Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	SUGGESTED: Economics/History	<u>Grade 12 Economics:</u> 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. <u>Grade 12 History:</u> 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.

NE	SUGGESTED: History	<p><u>Grade 5:</u> 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</p>	SUGGESTED: Geography	<p><u>Grades 6-8:</u> Identify the location of major world regions (e.g., Arctic)</p>	<p>RECOMMENDED: Geography</p> <p><u>Grades 9-12:</u> Analyze the interdependence of places and regions. (e.g., international trade, NAFTA)</p>
NE					<p>SUGGESTED: Civics</p> <p><u>Grades 9-12:</u> Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)</p>

NV	SUGGESTED: History	<p><u>Grade 5:</u> 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.</p> <p>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.</p>	SUGGESTED: Geography	<p><u>Grades 6-8 Geography:</u> Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world</p>		
NH	RECOMMENDED: History	<p><u>Grades 3-4 History:</u> Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.</p>	SUGGESTED: Geography	<p><u>Grades 7-8 Geography.</u> Illustrate the connections among regions, e.g., world trade or regional alliances.</p>	RECOMMENDED: Geography	<p><u>Grades 9-12:</u> Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec.</p>
					RECOMMENDED: History	<p><u>Grades 9-12 History:</u> Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or NAFTA.</p>
NJ						

NJ			SUGGESTED: History/Civics	<p><u>Grade 8 History</u>: 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.</p> <p><u>Grade 8 Civics</u>: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p>	SUGGESTED: Civics	<p><u>Grade 12 Civics</u>: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p>
NM	REQUIRED: History	<p><u>Grade 1</u>: Identify and compare celebrations and events from the United States, Mexico, and Canada. <u>Grade 3</u>: Identify and compare components that create a community in the United States and its neighboring countries. <u>Grade 4</u>: Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).</p>			REQUIRED: History	<p><u>Grades 9-12</u>: Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include: a. expansion of democracy in western hemisphere; b. immigration and migration issues; c. changes in foreign policy brings spiraling impact on each nation and international relations, trade</p>
NM	REQUIRED: Economics	<p><u>Grade 5</u>: Identify the influence of bordering countries (Canada and Mexico) on United States commerce.</p>			RECOMMENDED: Economics	<p><u>Grades 9-12</u>: Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.</p>

NM	SUGGESTED: Geography/History	<p><u>Grade 4 Geography</u>: Describe the regions of New Mexico, the United States, and the Western Hemisphere. <u>Grade 5 History</u>: 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).</p>				
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Grade 5: The US, Canada and Latin America. Different ethnic, national, and religious groups, including Native Americans, 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 US. Political Boundaries change over time and place. 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 US, Canada, and nations of Latin America. Governmental structures vary from place to place. Statewide standards require that all 5th graders be tested on Canada as part of their year-end required examinations.

Grades 7/8: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.

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

NY REQUIRED: Unit

RECOMMENDED:
History

NY			SUGGESTED: History	<p><u>Grades 7/8:</u> 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.</p>		
NC			RECOMMENDED: Economics	<p><u>Grade 7:</u> Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA)</p>	RECOMMENDED: Geography	<p><u>Grades 9-12:</u> 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.</p>
NC	SUGGESTED: History/Economics	<p><u>Grade 5 History:</u> 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) <u>Grade 5 Economics:</u> Summarize the role of international trade between the United States and other countries through Reconstruction: how and why the United States developed trading partners.</p>			SUGGESTED: History	<p><u>Grades 9-12:</u> 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)</p>

ND	REQUIRED: Geography	<p><u>Grade 2:</u> Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe</p>				
ND	RECOMMENDED: Geography	<p><u>Grade 3:</u> Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; China, Brazil, Russia)</p>	SUGGESTED: Geograpy	<p><u>Grade 7:</u> Create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape (e.g., freehand maps)</p>		
ND	SUGGESTED: History	<p><u>Grade 4 History:</u> Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company) <u>Grade 5 History:</u> Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events.</p>				
OH	RECOMMENDED: Geography	<p><u>Grade 5:</u> 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 cultural ways of life among American Indian cultural groups in North and South America.</p>	RECOMMENDED: History	<p><u>Grade 8:</u> 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.</p>		

OH	SUGGESTED: History	<p><u>Grade 5:</u> 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</p>	SUGGESTED: History	<p><u>Grade 8:</u> 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.</p>	SUGGESTED: Geography	<p><u>Grades 9-12:</u> 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).</p>
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OK			<p>RECOMMENDED: Geography</p> <p><u>Grade 6 Western Hemisphere Unit:</u> Identify major urban centers and countries including all nations of North America, and major metropolitan areas including Toronto, Montreal, Vancouver. Identify 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 including the Inuit indigenous peoples of the Arctic, and French-speaking Quebec. Explain 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 economic activities contribute to the development of a country or region including the US and Canada's access to fossil fuels, water, iron, and arable soil.</p>	<p>RECOMMENDED: History</p> <p><u>Grades 9-12:</u> 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.</p>
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OK	SUGGESTED: Geography	<p><u>Grade 4:</u> 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.</p>	SUGGESTED: Geography	<p><u>Grade 6:</u> Examine the cultural and physical characteristics of the major regions of the Western Hemisphere, economic, political and physical regions of North America.</p>		
OR	SUGGESTED: Geography	<p><u>Grade 3:</u> Describe physical and human characteristics of tribal regions in Oregon and North America.</p>	RECOMMENDED: History	<p><u>Grade 6 Western Hemisphere Unit:</u> 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.</p>		
OR	SUGGESTED: History	<p><u>Grade 5:</u> Identify and compare Native American groups, settlements in North America prior to European contact. Locate and examine accounts of early Spanish, French and British explorations of North America noting land and water routes, reasons for exploration and location, impact of exploration and settlement. Explain religious, political, and economic reasons for movement of people from Europe to the Americas, describe cooperation and conflict between Native American Indians and European settlers.</p>	SUGGESTED: Geography/Civics	<p><u>Grade 6 Geography:</u> 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. <u>Grade 6 Civics:</u> Describe current forms of government in countries in the Western Hemisphere.</p>		

	<p>SUGGESTED: Mathematics</p>	<p><u>Grades 3-12:</u> 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.</p>	<p>SUGGESTED: Geography</p>	<p><u>Grades 5-8:</u> Students can review the areas of Canada by using this interactive activity (http://www.canadiangeographic.ca/cgKidsAtlas/geodome.asp)</p>	<p>SUGGESTED: Economics</p>	<p><u>Grades 9-12:</u> Students will review the health systems of United States and Canada. They will identify the positive aspects of each system. (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)</p>
<p>RI</p>			<p>RECOMMENDED: Geography</p>	<p><u>Grades 5-8:</u> 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)</p>		

SC	SUGGESTED: History	<p><u>Grade 4 History:</u> 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.</p>				
SD	SUGGESTED: Geography	<p><u>Grade 3:</u> Students are able to locate on a map/globe the seven continents, four major oceans, national borders.</p>	<p>RECOMMENDED: Economics</p>	<p><u>Grade 7:</u> Students are able to describe the role of trade barriers and agreements in the global economy: NAFTA.</p>	<p>RECOMMENDED: History</p> <p><u>Grades 9-12:</u> 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.</p>	
SD	SUGGESTED: History	<p><u>Grade 5:</u> Students are able to identify key conflicts with other cultures of the world and the effect they had on the US physically, economically, and socially. Examples: French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures.</p>			<p>RECOMMENDED: Economics</p> <p><u>Grades 9-12:</u> Explain basic elements of trade and its impact on the U.S. economy. Describe economic alliances including NAFTA.</p>	

TN	RECOMMENDED: Geography	<u>Grade 4:</u> Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto)	RECOMMENDED: Economics	<u>Grade 7:</u> Evaluate the domestic and international impact of various economic agreements (e.g., NAFTA)	RECOMMENDED: History <u>Grades 9-12:</u> 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)
TN	SUGGESTED: History/Economics/Geography	<u>Grade 4 History:</u> Identify cultural groups inhabiting North America in 17th 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. <u>Grade 4 Economics:</u> Explain the economic patterns of various Native American groups in TN and the Western Hemisphere. Identify the economic motivations for European exploration and settlement in TN and the Western Hemisphere. <u>Grade 4 Geography:</u> Locate on a map the routes of early explorers of North America.	RECOMMENDED: Civics	<u>Grade 7:</u> Identify political leaders from selected contemporary settings (i.e. US, India, Canada, Mexico etc.) Compare different political systems with those of the United States.	RECOMMENDED: Economics <u>Grades 9-12:</u> 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 United States economic policy.
TN			RECOMMENDED: History	<u>Grade 8:</u> 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).	

TN			SUGGESTED: Geography	Grade 8: 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.		
TX	REQUIRED: Geography	Grade 2: 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	REQUIRED: Geography	Grade 6: Identify the location of major world countries such as Canada, Mexico, France, etc	RECOMMENDED: Geography	Grades 9-12: 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.
TX	SUGGESTED History	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	SUGGESTED: History	Grade 8: Explain the causes, important events, and effects of the War of 1812	RECOMMENDED: Economics:	Grades 9-12: Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as NAFTA.
UT	SUGGESTED: History	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.	SUGGESTED: History	Grade 8: Explain where and why European countries colonized North America		

<p>VA</p>	<p>RECOMMENDED: Geography</p> <p><u>Grade 5:</u> 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).</p>			<p>RECOMMENDED: Geography</p> <p><u>Grades 9-12:</u> 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.</p>
<p>VA</p>	<p>RECOMMENDED: History</p> <p><u>Grade 3:</u> 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).</p>			<p>RECOMMENDED: Civics</p> <p><u>Grades 9-12:</u> 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.</p>

VA	RECOMMENDED: Geography	Grade 3: Know the physical shapes of the continents (North and South America etc.). Know where the explorers were (Cartier, Quebec, Canada)				
VT	SUGGESTED: Geography	Grades 3/4: Locating countries and major cities in North America			RECOMMENDED: Civics	Grades 9-12: Analyzing the impact of interdependence among states and nations (e.g., OPEC, NAFTA)
VT					SUGGESTED: Geography	Grades 9-12: 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)
WA	REQUIRED: Geography	Grade 3: 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 that belong to cultures in Mexico, Canada, and the United States.	RECOMMENDED: Geography	Grade 6: 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.	RECOMMENDED: Economics	Grades 9/10: 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.

<p>WA</p>	<p>SUGGESTED: History</p>	<p><u>Grade 3 History</u>: First Nations of North America, cultures of North America <u>Grade 4 History</u>: 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. <u>Grade 5 History</u>: Understand 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 (time immemorial to 1791).</p>	<p>SUGGESTED: Economics/ Geography</p>	<p><u>Grade 7 Economics</u>: Understand how forces of supply and demand affected international trade in Washington State. Example, how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon; and the efforts of the Northwest Indian Fish commission. Explain how NAFTA has affected trade between Washington State and Canada. Develop inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon. <u>Grade 7 Geography</u>: Explain how Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest. Understand 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.</p>	<p>RECOMMENDED: Economics</p> <p><u>Grade 11 Economics</u>: Analyze and evaluate elements of geography to trace the emergence of the US 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 US, Mexico. <u>Grade 12 Economics</u>: Evaluate the impact of international agreements on contemporary world issues. Example: critique the advantages and disadvantages of belonging to international organizations, such as the United Nations, or adhering to international agreements, such as NAFTA. Evaluates the effects of NAFTA on the economies of the US, Canada, and Mexico. Examines the motives and interests behind different interpretations of the effects of NAFTA on the North American economies.</p>
<p>WV</p>			<p>RECOMMENDED: Economics</p>	<p><u>Grade 6</u>: Define NAFTA and summarize its effects on the US economy</p>	<p>RECOMMENDED: Civics</p> <p><u>Grade 11</u>: Demonstrate an understanding of US foreign policy and global economic issues since 1990. Determine the motivation for adopting NAFTA.</p>

	SUGGESTED: Geography/History	<p><u>Grade 3 Geography</u>: 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. <u>Grade 4 History</u>: Compare and contrast backgrounds, motivations and occupational skills between English, French and Spanish settlers.</p>	SUGGESTED: Geography	<u>Grade 6</u> : Locate the major waterways of North America		
WI					RECOMMENDED: Civics	<p><u>Grade 12</u>: 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</p>
WY						