The State Education Department

The University of the State of New York

New York State

K-8

Social Studies Framework

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Grades K – 4

Social Studies Practices: Vertical Articulation Grades K-4

Social Studies Practices	K	1	2	3	4
Gathering, Interpreting and Using Evidence	Ask questions.	Develop questions about his/her family.	Develop questions about the community.	Develop questions about a world community.	Develop questions about New York State and its history, geography, economics, and/or government.
	Recognize forms of evidence used to make meaning in social studies.	Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize and use different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize, use, and analyze different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
	Identify the author or creator of a book or map.	Identify the creator and/or author of different forms of evidence.	Identify and explain creation and/or authorship, purpose, and format of evidence.	Identify and explain creation and/or authorship, purpose, and format of evidence. Where appropriate, identify point of view.	Identify and explain creation and /or authorship, purpose, and format of evidence. Where appropriate identify point of view and bias.
	Identify opinions expressed by others.	Identify opinions of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.
				Identify inferences.	Identify inferences.
		Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.
Chronological Reasoning and Causation	Retell an important life event in sequential order.	Retell a real-life family event in sequential order.	Retell a community event in sequential order.	Explain how three or more events are related to one another.	Explain how events are related chronologically to one another.

Social Studies Practices	K	1	2	3	4
Chronological Reasoning and Causation	Understand the concept of time measurements, including days and weeks.	Understand the concept of time measurements, including days, weeks, months and years.	Understand the concept of time measurements, including minutes, hours, days, weeks, months, years.	Employ mathematical skills to measure time in years and centuries	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines, with teacher support.
	Identify causes and effects, using an example from his/her family life.	Identify causes and effects, using examples from his/her family life.	Identify causes and effects, using examples from his/her family life or from the community.	Identify causes and effects, using examples from his/her life or from a current event or history.	Identify the relationship between multiple causes and multiple effects, using examples from his/her life and from a current event or history.
					Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
	Identify change over time in his/her life.	Identify change over time in his/her family.	Identify changes over time in his/her community.	Recognize continuity and change over periods of time.	Recognize dynamics of historical continuity and change over periods of time.
	Identify events of the past, present, and future in his/her life.	Identify events of the past, present, and future in his/her family life.	Identify events of the past, present, and future in his/her community life.	Recognize periods of time, such as decades and centuries.	Use periods of time, such as decades and centuries to put events into chronological order.

Social Studies Practices	K	1	2	3	4
Chronological Reasoning and Causation	Identify routines and common occurrences in his/her life.	Recognize and identify patterns of continuity in his/her family.	Recognize and identify patterns of continuity and change in communities.	Recognize and identify patterns of continuity and change in world communities.	Recognize and identify patterns of continuity and change in New York State.
Comparison and Contextualization	Identify similarities and differences between home and school.	Identify similarities and differences between neighborhoods.	Identify similarities and differences between communities.	Identify a world region by describing a characteristic that places within it have in common.	Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
	Identify similarities and/or differences between him/her and others.	Identify similarities and/or differences between him/her and others with detail.	Identify similarities and/or differences between his/her community and other communities.	Identify multiple perspectives by comparing and contrasting points of view in differing world communities.	Identify multiple perspectives from a historical event.
	Describe an event in his/her life.	Describe an event in his/her family.	Describe an event in his/her community.	Describe a historical event in a world community.	Describe and compare New York State historical events.
		Understand the concepts of geography, economics, and history that apply to his/her family.	Recognize the relationship between geography, economics, and history in his/her community.	Recognize the relationship between geography, economics, and history in world communities.	Recognize the relationship between geography, economics, and history in social studies.
			Describe a historical development in his/her community with specific details, including time and place.	Describe a historical development in a world community with specific details, including time and place.	Describe historical developments in New York State with specific details, including time and place.

Social Studies Practices	K	1	2	3	4
Geographic Reasoning	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections between places.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections between places.	Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
	Identify natural events or physical features, such as land, water, air, and wind.	Identify human activities and human-made features; identify natural events or physical features.	Distinguish human activities and human-made features from natural events or physical features.	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).
	Describe how environment affects his/her activities.	Describe how environment affects his/her and other people's activities.	Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.	Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.	Identify how environments affect human activities and how human activities affect physical environments.

Social Studies Practices	K	1	2	3	4
Geographic Reasoning	Identify a pattern.	Identify a pattern and a process.	Recognize a process that applies to population, and a resulting pattern.	Recognize a process that applies to population, and a resulting pattern.	Recognize relationships between patterns and processes.
	Identify a human activity that changed a place.	Describe how human activities alter places.	Describe how human activities alter places in a community.	Describe how human activities alter places and regions.	Describe how human activities alter places and regions.
Economics and Economic Systems	Identify examples of scarcity and choices made due to scarcity.	Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.	Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.	Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.	Explain how scarcity necessitates decision making; compare the costs and benefits of individual and economic decisions.
	Identify examples of goods and services.	Distinguish between a consumer and a producer and their relationship to goods and services.	Describe the resources used to produce goods and provide services in the local community.	Identify the variety of resources available in a particular world community used to produce goods and/or provide services.	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
	Identify what money is and how it is used in society.	Explain how people earn money and explain other ways that people receive money.	Describe the role of banks, saving, and borrowing in the economy.	Identify products found in world communities and the various ways that people in those communities pay for products.	Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.

Social Studies Practices	K	1	2	3	4
Economics and Economic Systems			Describe the goods and services that people in the local community produce and those that are produced in other communities.	Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.	Explain why individuals and businesses specialize and trade.
					Explain the meaning of unemployment.
			Identify goods and services that government provides and the role of taxes.	Explore the types of governments in world communities and the services that they provide to citizens.	Explain the ways that the government pays for the goods and services that it provides, including tax revenue.
Civic Participation	Demonstrate respect for the rights of others.	Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom, school, or local community issue or problem.	Participate in activities that focus on a classroom, school, or world community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Social Studies Practices	K	1	2	3	4
Civic Participation			Identify the elements of the community's political system.	Identify different types of political systems found in world communities.	Identify different types of political systems used at various times in New York State history and, where appropriate, in United States history.
	Identify the role of the individual in classroom participation.	Identify the role of the individual in classroom and school participation.	Identify the role of the individual in classroom, school, and local community participation.	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.	Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
	Show respect in issues involving difference and conflict.	Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
	Identify situations in which social actions are required.	Identify situations in which social actions are required.	Identify situations in which social actions are required.	Identify situations in which social actions are required and suggest actions.	Identify situations in which social actions are required and suggest actions.

Social Studies Practices	K	1	2	3	4
Civic Participation	Identify the school principal and his/her role within the school.	Identify the president of the United States and the school principal and their leadership responsibilities.	Identify community political leaders (e.g., mayor), the governor of New York State, and the president of the United States and their leadership responsibilities.	Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.	Identify people in positions of power and how they can influence people's rights and freedom.
	Identify and follow rules in the classroom and school.	Identify rights and responsibilities in the classroom and school.	Identify rights and responsibilities in the classroom, school, and community.	Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.	Identify rights and responsibilities as a citizen of the community and the state.

Kindergarten

Common Core Learning Standards for English Language Arts and Literacy

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards
Comprehension and Collaboration

1. Participate in collaborative conversations about kindergarten topics and texts with peers, diverse partners, and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
b. Continue a conversation through multiple exchanges.
c. Seek to understand and communicate with individuals from different cultural backgrounds.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

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

B. Chronological Reasoning and Causation

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

C. Comparison and Contextualization

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

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.
2. Identify natural events or physical features, such as land, water, air, and wind.
3. Describe how environment affects his/her activities.
4. Identify a pattern.
5. Identify a human activity that changed a place.

E. Economics and Economic Systems

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

F. Civic Participation

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

Grade K: Self and Others

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

Individual Development and Cultural Identity

K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.

K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

- Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.

K.2 Children, families, and communities exhibit cultural similarities and differences.

K.2a Each person is unique but also shares common characteristics with other family, school, and community members.

- Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.

K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.

- Students will explain how their families celebrate birthdays or other special days.

K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.

- Students will learn about and respect individual differences.

K.3 Symbols and traditions help develop a shared culture and identity within the United States.

K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.

- Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.

K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.

- Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
- Students will identify American symbols, such as the Liberty Bell and the bald eagle.
- Students will learn the Pledge of Allegiance.
- Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.
- Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America."

Civic Ideals and Practices

K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

- Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).

K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

- Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).

K.5 Rules affect children and adults, and people make and change rules for many reasons.

K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

- Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.

K.5b People in authority make rules and laws that provide for the health and safety of all.

- Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).

K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.

- Students will be given an opportunity to create new rules as needed for class activities.

Geography, Humans, and the Environment

K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.

K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.

- Students will identify the differences and similarities between a globe and a map.

K.6b Places and regions can be located on a map or globe, using geographic vocabulary.

- Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).

K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

- Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).

K.7 People and communities are affected by and adapt to their physical environment.

K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

- Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.

Time, Continuity, and Change

K.8 The past, present and future describe points in time and help us examine and understand events.

K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.

- Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).

K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

- Students will retell a story and explain the value, idea, tradition, or important event that it expressed.

Economic Systems

K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.

- Students will identify basic needs (food, clothing, and shelter).
- Students will distinguish between a need and a want.

K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.

- Students will identify examples of goods and services.

K9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- Students will identify examples of scarcity.

Grade 1

Common Core Learning Standards for English Language Arts and Literacy

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts that are appropriately complex for grade 1.

Writing Standards

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book that they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations about grade 1 topics and texts with peers, diverse partners, and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.
    d. Seek to understand and communicate with individuals from different cultural backgrounds.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events, using relevant details and expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
6. Produce complete sentences, when appropriate to the task and the situation.

Grade 1: Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

1. Develop questions about his/her family.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify the creator and/or author of different forms of evidence.
4. Identify opinions of others.
5. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

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

C. Comparison and Contextualization

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

D. Geographic Reasoning

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

E. Economics and Economic Systems

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

F. Civic Participation

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

Grade 1: My Family and Other Families, Now and Long Ago

"My Family and Other Families, Now and Long Ago" is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order.

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

Individual Development and Cultural Identity

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

1.1a Families are a basic unit of all societies, and different people define family differently.

- Students will listen to stories about different families and will identify characteristics that are the same and different.

1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

- Students will identify traditions that are associated with their families, and tell why the tradition is important.

1.1c Awareness of America's rich diversity fosters intercultural understanding.

- Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.

- Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as *America the Beautiful*, *America* ("My Country 'Tis of Thee"), and *The Star Spangled Banner* and begin to understand the general meaning of the lyrics.

Civic Ideals and Practices

1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.

1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.

- Students will participate in group activities and contribute to the work of the group.

1.3b Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

- Students will explain the traits of a responsible citizen and model actions of responsible citizens.

1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

- Students will discuss ways that they can protect and respect our world and its people.

1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.

- Students will discuss the difference between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules.

1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

- Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.

1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

- Students will be given opportunities to solve problems, make decisions, and resolve conflicts.

Geography, Humans, and the Environment

1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.

1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.

- Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.

1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.

* According to the *Dignity for All Students Act*, "others" includes, but is not limited to, people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.

- Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.

1.5c Symbols are used to represent physical features and man-made structures on maps and globes.

- Students will closely read maps making use of the legends to understand symbols and what they represent.

1.6 People and communities depend on and modify their physical environment in order to meet basic needs.

1.6a People and communities depend on the physical environment for natural resources.

- Students will identify natural resources required to meet basic needs.

1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.

- Students will identify how the physical environment of their community has been modified to meet needs and wants.

1.6c People interact with their physical environment in ways that may have a positive or a negative effect.

- Students will identify positive and negative effects that human interaction can have on the physical environment.

Time, Continuity, and Change

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)

1.7a Personal and family history is a source of information for individuals about the people and places around them.

- Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other.

1.7b Families change over time, and family growth and change can be documented and recorded.

- Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.

1.7c Families of long ago have similarities and differences with families today.

- Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.

1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

- Students will use sequence and chronological terms when describing family events.

1.8 Historical sources reveal information about how life in the past differs from the present.

1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.

- Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.

1.8b Oral histories, biographies, and family time lines relate family histories.

- Students will interview family members to learn about their family histories. Students will develop a family time line as an extension of their personal time line.
- Students will describe the main characters and qualities after listening to biographies and legends.

Economic Systems

1.9 People have many economic wants and needs, but limited resources with which to obtain them.

1.9a Scarcity means that people's wants exceed their limited resources.

- Students will provide examples of scarcity by identifying wants that exceed resources.

1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.

- Students will examine choices that families make due to scarcity, and identify costs associated with these choices.

1.9c People use tools, technologies, and other resources to meet their needs and wants.

- Students will examine how tools, technology, and other resources can be used to meet needs and wants.

1.10 People make economic choices as producers and consumers of goods and services.

1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.

- Students will identify examples of goods and services.

1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.

- Students will identify examples of a producer and a consumer.

1.10c People and families work to earn money to purchase goods and services that they need or want.

- Students will examine how earning money through work is related to the purchase of goods and services.

1.10d People make decisions about how to spend and save the money that they earn.

- Students will examine decisions that people make about spending and saving money.

Grade 2

Common Core Learning Standards for English Language Arts and Literacy

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

Production and Distribution of Writing

4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
7. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations about grade 2 topics and texts with peers, diverse partners, and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by linking their comments to the remarks of others.
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
    d. Seek to understand and communicate with individuals from different cultural backgrounds.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
6. Produce complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification.

Grade 2: Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

1. Develop questions about the community.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format of evidence.
4. Identify arguments of others.
5. Recognize arguments and identify evidence.
6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

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

C. Comparison and Contextualization

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

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).
3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
4. Recognize a process that applies to population and a resulting pattern.
5. Describe how human activities alter places in a community.

E. Economics and Economic Systems

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

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
2. Participate in activities that focus on a classroom, school, or local community issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom, school, and local community participation.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required.

7. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom, school, and community.

Grade 2: My Community and Other Communities

"My Community and Other Communities" is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order.

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

Individual Development and Cultural Identity

2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

- Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.
- By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term "population density" and how it applies to different communities.

2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.

- Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.

2.2 People share similarities and differences with others in their own community and with other communities.

2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

- Students will examine the ethnic and/or cultural groups represented in their classroom.
- Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.
- Students will identify community events that help promote a common community identity.

2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.

- Students will explore how different ideas, talents, perspectives, and culture are shared across their community.

Civic Ideals and Practices

2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.

2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.

- Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.

2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.

- Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.

2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

- Students will learn about the process of voting and what opportunities adults in the community have for participation.
- Students will participate in voting within the classroom and in school, as appropriate.

2.3d Symbols of American democracy serve to unite community members.

- Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.

2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.

2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.

- Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.

2.4b Communities have leaders who are responsible for making laws and enforcing laws.

- Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.

2.4c Citizens provide service to their community in a variety of ways.

- Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).
- Students will identify how adults can provide service to the school and the community at large.

Geography, Humans, and the Environment

2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.

- Students will locate their communities on maps and/or globes.
- Students will examine how land within a community is used and classify land use as "residential" (used for housing), "industrial" (used to make things), "commercial" (used to provide services), and "recreational" (where people play or do sports).
- Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.

2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

- Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.

2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.

- Students will explore how humans have positively and negatively affected the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
- Students will describe the means people create for moving people, goods, and ideas in their communities.

2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

- Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
- Students will locate the equator, northern and southern hemispheres, and poles on a globe.
- Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation.

Time, Continuity, and Change

2.6 Identifying continuities and changes over time can help understand historical developments.

2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.

2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

- Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
- Students will develop a time line for their community, including important events, such as when the school was built.

2.7 Cause-and-effect relationships help us recount events and understand historical development.

2.7a Cause-and-effect relationships help us to understand the changes in communities.

- Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).

Economic Systems

2.8 Communities face different challenges in meeting their needs and wants.

2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

- Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.
- Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).

2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.

- Students will explore economic decision making and the use of money.

2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.

- Students will examine how consumers react to changes in the prices of goods.

2.8d Taxes are collected to provide communities with goods and services.

- Students will explore the purpose of taxes and how they are collected in their communities.

2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.

- Students will distinguish between goods and services and identify goods produced in their community.

2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.

- Students will identify different types of jobs performed in their community.
- Students will explain the services provided by community workers.

2.9c At times, neighboring communities share resources and workers to support multiple communities.

- Students will explore how communities share resources and services with other communities.

Grade 3

Common Core Learning Standards for English Language Arts and Literacy

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
    c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    d. Explain their ideas and understanding in light of the discussion.
    e. Seek to understand and communicate with individuals from different cultural backgrounds.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification.

Grade 3: Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

1. Develop questions about a world community.
2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

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

C. Comparison and Contextualization

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

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).
3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
4. Recognize a process that applies to population, and a resulting pattern.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.
2. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.
3. Identify the products found in world communities and the various ways people in those communities pay for products.
4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.
5. Explore the types of governments in world communities and services they provide to citizens.

F. Civic Participation

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

Grade 3: Communities around the World

In "Communities around the World," students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action.

Teachers should select at least three communities that represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. The communities selected should reflect the diversity of the local community.

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

Geography, Humans, and the Environment

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.

- Students will identify the continents and oceans, by using globes and maps.
- Students will locate the selected world communities in relation to oceans and continents.

3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- Students will identify the differences between a globe and a map.
- Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).
- Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities

3.2 The location of world communities can be described using geographic tools and vocabulary.

3.2a World communities can be located on globes and maps.

- Students will examine where each selected world community is located.

3.2b World communities can be located in relation to each other and to principle parallels and meridians.

- Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

- Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.
- Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.

3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

- Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.
- Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community.
- Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.

Time, Continuity, and Change

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- Students will examine symbols of each selected world community.

3.4b Arts, music, dance, and literature develop through a community's history.

- Students will explore the arts, music, dance, and literature of each selected world community.

Development, Movement, and Interaction of Cultures

3.5 Communities share cultural similarities and differences across the world.

3.5a The structure and activities of families and schools share similarities and differences across world communities.

- Students will compare and contrast the structure and activities of families and schools in each selected community with their own.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

- Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.
- Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.

Civic Ideals and Practices

3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.

- Students will examine the type of government is found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities.

3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.

- Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.

3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.

- Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States, as well as in selected world communities.

3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.

- Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States, as well in as other selected world communities.

3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

- Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.

3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

- Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.

3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.

- Students will investigate steps people can take to support social action and change.

Creation, Expansion, and Interaction of Economic Systems

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

3.9a World communities use human and natural resources in different ways.

- Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.
- Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.

3.9b People in communities have various ways of meeting their basic needs and earning a living.

- Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.
- Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

3.10a Communities around the world produce goods and provide services.

- Students will determine what goods are produced and services are provided in each selected world community.
- Students will examine how the goods are produced within each selected world community.
- Students will investigate who receives the goods that are produced in each selected world community.

3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

- Students will examine each selected world community in terms of what products and/or services it exports to other communities.
- Students will examine each selected world community in terms of what products and/or services it imports from other communities.
- Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.
- Students will examine how technological developments in transportation and communication have influenced trade over time.

Grade 4

Common Core Learning Standards for English Language Arts and Literacy

Reading Standards for Informational Text

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    b. Provide reasons that are supported by facts and details.
    c. Link opinion and reasons, using words and phrases (e.g., for instance, in order to, in addition).
    d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    c. Link ideas within categories of information, using words and phrases (e.g., another, for example, also, because).
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.
    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. (Does not apply to Social Studies)
    b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions and carry out assigned roles.
    c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
    e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations, when appropriate, to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 4: Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

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

B. Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another.
2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines, with teacher support.
3. Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of a current event or an event in history.
5. Recognize dynamics of historical continuity and change over periods of time.
6. Use periods of time such, as decades and centuries to put events into chronological order.
7. Recognize and identify patterns of continuity and change in New York State.

C. Comparison and Contextualization

1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Identify multiple perspectives on an historical event.
3. Describe and compare New York State historical events.
4. Recognize the relationship between geography, economics, and history in social studies.
5. Describe historical developments in New York State with specific detail, including time and place.

D. Geographic Reasoning

1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water — that are not directly made by humans).
3. Identify how environments affect human activities and how human activities affect physical environments.
4. Recognize relationships between patterns and processes.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

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

F. Civic Participation

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

Grade 4: Unifying Themes Aligned to Key Ideas

		Key Ideas	4.1	4.2	4.3	4.4	4.5	4.6	4.7
	Themes								
1	Individual Development and Cultural Identity (ID)			●			●		●
2	Development, Movement, and Interaction of Cultures (MOV)			●	●			●	●
3	Time, Continuity, and Change (TCC)				●	●	●	●	
4	Geography, Humans, and the Environment (GEO)		●	●	●	●		●	
5	Development and Transformation of Social Structures (SOC)				●		●		
6	Power, Authority, and Governance (GOV)			●	●	●			
7	Civic Ideals and Practices (CIV)					●	●		●
8	Creation, Expansion, and Interaction of Economic Systems (ECO)					●		●	●
9	Science, Technology, and Innovation (TECH)					●		●	
10	Global Connections and Exchange (EXCH)								●

Grade 4: New York State and Local History and Government

Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State's history from before the European colonial era to the modern period. The Key Ideas allow teachers to make connections to present-day New York State and the local community.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 4.4 Government and 4.6 Westward Movement and Industrialization.

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.
(Standard: 3; Theme: GEO)

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

- Students will be able to identify and map New York State's major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound.
- Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.

4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.

- Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community.
- Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community, using directionality, and latitude and longitude coordinates.
- Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State.

4.2 NATIVE AMERICAN* GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.
(Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

- Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations.
- Students will investigate how Native Americans such as the Haudenosaunee (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.

4.2b Native American groups developed specific patterns of organization and governance to manage their societies.

- Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Munsees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups.

4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

* For this document, the term "Native American" is used with the understanding that it could say "American Indian."

- Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.
- Students will examine contributions of Native Americans that are evident today.

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.
(Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

- Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.
- Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

- Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.
- Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.
- Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.

4.3c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.

- Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.
- Students will examine the alliances between Native Americans and the English and between Native Americans and the French.

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

- Students will examine issues of political and economic rights that led to the American Revolution.
- Students will examine New York's geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation.
- Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.
- Students will explore why African Americans volunteered to fight with the British during the war.
- Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.

4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.
(Standards: 1, 5; Themes: GOV, CIV)

4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.

- Students will examine the basic structure of the federal government, including the president, Congress, and the courts.
- Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.

4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

- Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.
- Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified.
- Students will investigate the steps necessary for a bill to become a law in New York State.

4.4c Government in New York State is organized into counties, cities, towns, and villages.

- Students will identify the county in which they live, noting where their city, town or village is within that county.

OR

- Students will identify the borough of New York City in which they live, and in which county the borough is located.

(NOTE: Teachers choose the appropriate content specification based on the school location)

- Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community.

4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

- Students will examine the rights and freedoms guaranteed to citizens.

4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

- Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying).
- Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

- Students will examine the rights denied to women during the 1800s.
- Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

- Students will explore how New York State supported the Union during the Civil War; providing soldiers, equipment, and food.
- Students will research a local community's contribution to the Civil War effort, using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.

4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.
(Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

4.6a After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.

- Students will examine why people began to move west in New York State.
- Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes.

4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.

- Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.
- Students will examine how the development of the canal affected the Haudenosaunee nations.
- Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal.

4.6c Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.

- Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities.
- Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world.

4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.

- Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today.
- Students will explore which resources were extracted in New York State over time, the location of those resources, and the economic activities associated with those resources.
- Students will examine the importance of New York City in the development of banking and finance in New York State and the United States.

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

- Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate.

4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.

- Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.

4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.

- Students will examine how the economic activities in their local community have changed over the last 50 years.
- Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid- Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central New York, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York.

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

- Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.
- Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.
- Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.
- Students will investigate the requirements for becoming a United States citizen.
- Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.

4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

- Students will investigate the reasons that African Americans moved into northern cities.
- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

Grades 5-8

Common Core Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish between fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
    a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
    a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. (See note: not applicable as a separate requirement)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

Common Core Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening:

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

From NYS Common Core Learning Standards:
http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf

Vertical Articulation and Progression of Social Studies Practices Grades 5-8

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Gathering, Interpreting and Using Evidence	Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.	Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.	Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence	Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.
	Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
	Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.	Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.	Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments or evidence.
	Identify arguments of others.	Describe arguments of others.	Describe and analyze arguments of others with support.	Describe and analyze arguments of others, considering historical context.
	Identify implicit ideas to draw inferences, with support.	Identify implicit ideas and draw inferences, with support.	Make inferences and draw general conclusions from evidence.	Make inferences and draw conclusions from evidence.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Gathering, Interpreting and Using Evidence	Recognize arguments on specific social studies topics and identify evidence supporting the argument.	Recognize arguments on specific social studies topics and identify evidence supporting the argument. Examine arguments related to a specific social studies topic from multiple perspectives.	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; recognize that the perspective of the argument's author shapes the selection of evidence used to support it.	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.
Chronological Reasoning	Explain how events are related chronologically to one another in time.	Identify ways that events are related chronologically to one another in time.	Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.
	Identify causes and effects, using examples from current events or grade-level content and historical events	Identify causes and effects from current events or grade-level content and historical events	Identify causes and effects, using examples from current events, grade-level content, and historical events.	Identify causes and effects, using examples from current events, grade-level content, and historical events.
	Identify and classify the relationship between multiple causes and multiple effects.	Identify and classify the relationship between multiple causes and multiple effects.	Identify and analyze the relationship between multiple causes and multiple effects.	Identify, analyze, and evaluate the relationship between multiple causes and multiple effects.
	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Chronological Reasoning	Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.	Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
	Use periods of time, such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere, utilizing time lines.	Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.	Recognize that changing the periodization affects the historical narrative.	Recognize that changing the periodization affects the historical narrative.
	Recognize and identify patterns of continuity and change in history.	Identify the relationships between patterns of continuity and change to larger historical processes and themes.	Identify patterns of continuity and change as they relate to larger historical process and themes.	Relate patterns of continuity and change to larger historical processes and themes.
	Understand the role of periodization as a practice in history and social studies.	Understand that historians use periodization to categorize events. Describe general models of periodization in history.	Identify models of historical periodization that historians use to categorize events.	Identify and describe models of historical periodization that historians use to categorize events.
Comparison and Contextualization	Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.	Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other, similar regions (inside or outside the continental United States) with similar characteristics.	Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other, similar regions inside the United States.
	Categorize divergent perspectives of an individual historical event.	Categorize and evaluate divergent perspectives of an individual historical event.	Identify and categorize multiple perspectives on a given historical experience.	Identify and compare multiple perspectives on a given historical experience.
	Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe, compare, and evaluate multiple historical developments in the United States in various chronological and geographical contexts.	Describe, compare, and evaluate multiple historical developments in societies, and across and between societies, in various chronological and geographical contexts.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Comparison and Contextualization	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of United States.	Describe the relationship between geography, economics, and history as a context for events and movements in the United States.
	Describe historical developments in the history of the Western Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.	Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
		Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the Eastern Hemisphere in the same historical period, with teacher support.	Understand the roles that periodization and region play in developing comparisons. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.	Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.
Geographic Reasoning	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections between places, and to evaluate effectively the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Geographic Reasoning (cont.)	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water— that are not directly made by humans) in the Eastern Hemisphere and identify the relationship between human activities and the environment.	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
	Describe how human activities alter places and regions in the Western Hemisphere.	Describe how human activities alter places and regions in the Eastern Hemisphere.	Characterize and analyze changing connections between places and regions.	Characterize and analyze changing connections between places and regions.
	Recognize that boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Economics and Economic Systems	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.	Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events, as well; compare through historical examples the costs and benefits of economic decisions.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
	Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.	Examine the roles that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.	Identify examples of buyers and sellers in product, labor, and financial markets.	Explain the roles of buyers and sellers in product, labor, and financial markets.
	Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.	Compare market economies to other economic systems in the Eastern Hemisphere.	Describe the role that competition had in the determination of prices and wages in the United States; identify other factors that helped to determine prices.	Describe the role of competition in the determination of prices and wages in a market economy.
	Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.	Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.	Examine the role of institutions such as joint stock companies, banks, and the government in the development of the United States economy.	Examine the role of institutions such as corporations, non-profit organizations, and labor unions in a market.
	Explain the meaning of unemployment, inflation, income, and economic growth in the economy.	Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere	Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
	Describe government decisions that affect economies in case studies from the Western Hemisphere.	Describe government decisions that affect economies in case studies from the Eastern Hemisphere.	Explain how government policies affected the economies of colonial North America and the early United States.	Explain how government policies affect the economy.
Civic Participation	Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.	Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Civic Participation	Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.	Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
	Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.	Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the roles of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in colonial and early United States history and explain the roles of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.
	Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.	Identify and describe opportunities for and the roles of the individual in social and political participation at various times and in various locations in the Western Hemisphere.	Identify, describe, and compare the role of the individual in social and political participation and as an agent of historical change at various times and in various locations in colonial North America and in the early history of the United States.	Identify, describe, and contrast the role of the individual in for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.
	Participate in negotiating and compromising in the resolution of differences and conflict.	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.
	Identify situations with a global focus in which social actions are required and suggest actions.	Identify situations with a global focus in which social actions are required and suggest actions.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.
	Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.	Describe the roles of people in power in the Eastern Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.	Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.	Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.	Identify how social and political responsibilities developed in American society.	Fulfill social and political responsibilities associated with citizenship in a democratic society.

Social Studies Practices	Grade 5	Grade 6	Grade 7	Grade 8
Civic Participation	Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere	Develop an understanding of an interdependent global community by developing awareness of and/or engaging in the political process as it relates to a global context.	Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.	Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.

Grade 5

Grade 5: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

B. Chronological Reasoning

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

C. Comparison and Contextualization

1. Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
2. Categorize divergent perspectives of an individual historical event.
3. Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
5. Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. Describe how human activities alter places and regions in the Western Hemisphere.
6. Recognize that boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
2. Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
3. Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.
4. Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
5. Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
6. Describe government decisions that affect economies in case studies from the Western Hemisphere.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.
2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.
4. Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere

Grade 5: Unifying Themes Aligned to Key Ideas

		Key Ideas	5.1	5.2	5.3	5.4	5.5	5.6	5.7
	Themes								
1	Individual Development and Cultural Identity (ID)		•	•			•		
2	Development, Movement, and Interaction of Cultures (MOV)		•		•		•		
3	Time, Continuity, and Change (TCC)		•	•	•				•
4	Geography, Humans, and the Environment (GEO)		•	•	•	•			•
5	Development and Transformation of Social Structures (SOC)						•		
6	Power, Authority, and Governance (GOV)			•				•	
7	Civic Ideals and Practices (CIV)							•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)				•				•
9	Science, Technology, and Innovation (TECH)								
10	Global Connections and Exchange (EXCH)				•				•

Grade 5: The Western Hemisphere

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

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

5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
(Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)

5.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.

- Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Bering land bridge, using maps and archaeological evidence.

5.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.

5.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.

- Students will examine maps that show the variety of different Native American* groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.
- Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
(Standards: 2, 3; Themes: ID, TCC, GEO, GOV)

5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.

- Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.

* For this document, the term "Native American" is used with the understanding that it could say "American Indian."

- Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.

5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

- Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.

5.2c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.

- Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.
(Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

- Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.
- Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will examine how Native Americans viewed the newcomers.
- Students will examine European interactions with Native Americans, using these examples:
  - Conquests by Cortez and Pizarro and the resulting demographic change
  - French in Canada and the fur trade

5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.

- Students will map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa.
- Students will examine the effect of diseases introduced to the Western Hemisphere.

5.3d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

- Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.
- Students will examine the conditions experienced by enslaved Africans during the Middle Passage.

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.
(Standard: 3, Theme: GEO)

5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

- North America (Canada and the United States)
- Mesoamerica (Mexico and Central America)
- Caribbean
- South America

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

- Students will map the regions within the Western Hemisphere and locate major physical features within each region.
- Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.
- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
(Standards: 1, 2; Themes: ID, MOV, SOC)

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

- Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.
- Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.

5.5b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.

- Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade.

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.
(Standards: 5; Themes: GOV, CIV)

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

- Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.

- Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.
- Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.

5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

- Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

- Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

- Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.

5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.
(Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

- Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

- Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.
- Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).

5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.

- Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.
- Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.

Grade 6

Grade 6: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.
4. Describe the arguments of others.
5. Identify implicit ideas and draw inferences, with support.
6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.

B. Chronological Reasoning

1. Identify ways that events are related chronologically to one another in time.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support.
3. Identify causes and effects from current events, grade-level content, and historical events.
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.
7. Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.
8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.
9. Understand that historians use periodization to categorize events. Describe general models of periodization in history.

C. Comparison and Contextualization

1. Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Categorize and evaluate divergent perspectives on an individual historical event.
3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.
5. Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.
6. Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period, with teacher support.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.

4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.
5. Describe how human activities alter places and regions in the Eastern Hemisphere.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.

E. Economics and Economic Systems

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

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.
2. Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.
3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.
4. Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.
5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.
9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.

Grade 6: Unifying Themes Aligned to Key Ideas

		Key Ideas	6.1	6.2	6.3	6.4	6.5	6.6	6.7
	Themes								
1	Individual Development and Cultural Identity (ID)				•	•	•		
2	Development, Movement, and Interaction of Cultures (MOV)			•				•	•
3	Time, Continuity, and Change (TCC)			•	•		•	•	•
4	Geography, Humans, and the Environment (GEO)		•	•	•		•		•
5	Development and Transformation of Social Structures (SOC)				•	•	•		
6	Power, Authority, and Governance (GOV)						•	•	•
7	Civic Ideals and Practices (CIV)						•	•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•						•
9	Science, Technology, and Innovation (TECH)			•					•
10	Global Connections and Exchange (EXCH)							•	•

Grade 6: The Eastern Hemisphere

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.

The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

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

6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.
(Standard: 3: Theme: GEO)

6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:

- Middle East (North Africa and Southwest Asia)
- Sub-Saharan Africa
- Europe (West, North, South, Central, and Southeast)
- Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus, Moldova, and Ukraine)
- East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)
- Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)
- South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)
- Oceania (Australia, New Zealand, the Pacific)

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.
- To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.

6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

- Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied.

6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)

6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.

6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.

6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.

- Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.
- Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.
- Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and Neolithic Age.

6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.

- Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.
(Standards: 2, 3; Themes: ID, TCC, GEO, SOC)

6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.

6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.

- Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus River valley), or one in East Asia (Yellow River valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.

6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.

6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.

- Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.
- Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.

6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.
(Standard: 2; Themes: ID, SOC)

6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.

6.4b Belief systems and religions are based on sets of mutually held values.

- Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)

6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.

- Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.
- Students will explore the influence of various belief systems on contemporary cultures and events.

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.
(Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)

6.5a Geographic factors influence the development of classical civilizations and their political structures.

- Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.
- Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.

- Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.

6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

- Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.

- Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards: 2, 3, 4, 5; MOV, TCC, GOV, CIV, EXCH)

6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.

- Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.

6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.

- Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.

6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.

- Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures.

6.6d Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.

- Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions.
- Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.
(Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)

6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

- Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes.
- Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.
- Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel.

6.7b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.

- Students will map the extent of the Mongol Empire at the height of its power.
- Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade.
- Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents.

6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

- Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junks and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder.

Grades 7 and 8: History of the United States and New York State

In Grades 7 and 8, students will examine the United States and New York State through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans* and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

Teachers are encouraged to incorporate local features of state history in the course, such as the Dutch in the Hudson Valley, the Germans in the Schoharie Valley, the French in the Champlain Valley, Fort Niagara, the Brooklyn Naval Yard, the Seneca Falls Convention, Underground Railroad locations, war memorials, and other features in their community.

* For this document, the term "Native Americans" is used with the understanding that it could say "American Indians."

Grade 7

Grade 7: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.
2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others, with support.
5. Make inferences and draw general conclusions from evidence.
6. Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.

B. Chronological Reasoning

1. Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.
3. Identify causes and effects, using examples from current events, grade-level content, and historical events.
4. Identify and analyze the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
7. Recognize that changing the periodization affects the historical narrative.
8. Identify patterns of continuity and change as they relate to larger historical process and themes.
9. Identify models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics.
2. Identify and categorize multiple perspectives on a given historical experience.
3. Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.
5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
6. Understand the roles that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.

D. Geographic Reasoning

1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
5. Characterize and analyze changing interconnections between places and regions.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.

E. Economic and Economic Systems

1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
2. Identify examples of buyers and sellers in product, labor, and financial markets.
3. Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.
4. Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.
5. Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
6. Explain how government policies affected the economies in colonial and early United States history.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.
4. Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.
8. Identify how social and political responsibilities developed in American society.
9. Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.

Grade 7: Unifying Themes Aligned to Key Ideas

		Key Ideas	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8
	Themes									
1	Individual Development and Cultural Identity (ID)		•					•		
2	Development, Movement, and Interaction of Cultures (MOV)		•	•				•		
3	Time, Continuity, and Change (TCC)				•		•	•		•
4	Geography, Humans, and the Environment (GEO)		•	•				•		•
5	Development and Transformation of Social Structures (SOC)								•	
6	Power, Authority, and Governance (GOV)				•	•	•		•	•
7	Civic Ideals and Practices (CIV)					•	•		•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)			•	•					•
9	Science, Technology, and Innovation (TECH)			•						
10	Global Connections and Exchange (EXCH)			•						

Grade 7 History of the United States and New York State I

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. (NOTE: If a school/district has a 7th grade program that incorporates Reconstruction, this document is not intended to prohibit that inclusion.) Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.

7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.
(Standards: 1, 2; Themes: ID, MOV, GEO)

7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.

- Students will examine theories of human settlement of the Americas.
- Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.
- Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development.

Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.
(Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)

7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

- Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
- Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.

- Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.

* For this document, the term "Native Americans" is used with the understanding that it could say "American Indians."

- Students will investigate other Native American societies found in their locality and their interactions with European groups.
- Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the economic, social, and political characteristics of each colonial region.

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.

- Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.
- Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.
- Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.

7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

- Students will describe the conditions of the Middle Passage.
- Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.
- Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.
- Within the context of New York State history, students will distinguish between indentured servitude and slavery.

7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.
(Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.
- Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.
- Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.

7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- Students will compare the proportions of loyalists and patriots in different regions of the New York colony.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine's *Common Sense* had on colonial leaders in their debates on independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.

7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.
(Standards: 1, 5; Themes: GOV, CIV)

7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

- Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.
- Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.

7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

- Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.
- Students will examine how key issues were resolved during the Constitutional Convention, including:
  - state representation in Congress (Great Compromise or bicameral legislature)
  - the balance of power between the federal and state governments (establishment of the system of federalism)
  - the prevention of parts of government becoming too powerful (the establishment of the three branches)
  - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)
- Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.

7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.
(Standards: 1, 5; Themes: TCC, GOV, CIV)

7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

- Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- Students will examine how checks and balances work by tracing how a bill becomes a law.
- Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.

- Students will examine the process for amending the constitution.
- Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties.
- Students will examine the changes to the New York State Constitution and how they were made during the 19th century.

7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

- Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in *Marbury v. Madison*, and the War of 1812 in terms of testing the strength of the Constitution.
- Students will examine the Monroe Doctrine and its effects on foreign policy.

7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.
(Standards: 1, 3; Themes: ID, MOV, TCC, GEO)

7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.

7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

- Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6c Westward expansion provided opportunities for some groups while harming others.

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- Students will examine the growth of suffrage for white men during Andrew Jackson's administration.
- Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.
- Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the ways westward movement affected the lives of women and African Americans.
- Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.
(Standards: 1, 5; Themes: SOC, CIV, GOV)

7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.

- Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will examine the effects of *Uncle Tom's Cabin* on the public perception of slavery.
- Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.
- Students will examine the seizure of the ship, *La Amistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States* v. *The Amistad* (1841).

7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

- Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.

- Students will trace the Anti-Rent movement in New York State.

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.
(Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.

- Students will examine regional economic differences as they related to industrialization.

7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

- Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- Students will examine growing sectional tensions, including the decision in *Dred Scott* v. *Sanford* (1857) and the founding of the Republican Party.

7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

- Students will examine both long- and short-term causes of the Civil War.
- Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.
- Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.

7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
- Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.
- Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.
- Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.

7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

- Students will examine the roles of women, civilians, and free African Americans during the Civil War.
- Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia.
- Students will explain how events of the Civil War led to the establishment of federal supremacy.

Grade 8

Grade 8: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others, considering historical context.
5. Make inferences and draw conclusions from evidence.
6. Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

B. Chronological Reasoning

1. Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. or B.C.E. and A.D. or C.E.); and to interpret the data presented in time lines.
3. Identify causes and effects, using examples from current events, grade-level content, and historical events.
4. Identify, analyze, and evaluate the relationship between multiple causes and effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
7. Recognize that changing the periodization affects the historical narrative.
8. Relate patterns of continuity and change to larger historical processes and themes.
9. Identify and describe models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.
2. Identify and compare multiple perspectives on a given historical experience.
3. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.
5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
6. Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.

D. Geographic Reasoning

1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

5. Characterize and analyze changing interconnections between places and regions.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
2. Explain the roles of buyers and sellers in product, labor, and financial markets.
3. Describe the role of competition in the determination of prices and wages in a market economy.
4. Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States.
5. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
6. Explain how government policies affect the economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.
4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.
5. Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society.
9. Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.

Grade 8: Unifying Themes Aligned to Key Ideas

		Key Ideas	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9
	Themes										
1	Individual Development and Cultural Identity (ID)									•	
2	Development, Movement, and Interaction of Cultures (MOV)		•	•							
3	Time, Continuity, and Change (TCC)						•	•	•		•
4	Geography, Humans, and the Environment (GEO)				•				•	•	
5	Development and Transformation of Social Structures (SOC)		•	•		•	•			•	•
6	Power, Authority, and Governance (GOV)				•	•	•	•		•	
7	Civic Ideals and Practices (CIV)		•		•						•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•		•	•	•		•	•	•
9	Science, Technology, and Innovation (TECH)			•		•		•			
10	Global Connections and Exchange (EXCH)			•				•	•		

Grade 8 History of the United States and New York State II

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.2 A Changing Society, 8.4 World War I and the Roaring 20s, 8.7 Foreign Policy, and 8.8 Demographic Change.

8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
(Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- Students will examine the effects of the sharecropping system on African Americans.
- Students will examine the reasons for the migration of African Americans to the North.
- Students will examine the rise of African Americans in government.

8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the *Plessy v. Ferguson* ruling.

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.
(Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time.

- Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.
- Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.

8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.

- Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.
- Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.

8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.

- Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s.
- Students will explore the growth and effects of child labor and sweatshops.
- Students will explore the development of political machines, including Boss Tweed and Tammany Hall.

8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.

- Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.
- Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

- Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.
- Students will explore leaders and activities of the temperance and woman's suffrage movements.
- Students will investigate the Triangle Shirtwaist Fire and the legislative response.
- Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.
(Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO)

8.3a Continued westward expansion contributed to increased conflicts with Native Americans.

- Students will examine the effects of the transcontinental railroad on the movement toward westward expansion.

- Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.
- Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.

8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.

- Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS *Maine.*
- Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.

8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.

- Students will assess the events surrounding the annexation of Hawaii.
- Students will examine the purpose and effects of the Open Door Policy.

8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.

- Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.
(Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

- Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.
- Students will examine examples of war propaganda and its effects on support for United States involvement in the war.
- Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).

8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft.

8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.

- Students will examine Wilson's Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- Students will examine the reasons for and effects of prohibition on American society.
- Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.
- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.
(Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.

- Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.

8.5b The Great Depression and the Dust Bowl affected American businesses and families.

- Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.

8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

- Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.

8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.
(Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)

8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.

- Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.

8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.

- Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.
- Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.
- Students will investigate the effects of the war on the American economy and day-to-day life.
- Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in *Korematsu v. United States* (1944).
- Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.

8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.

- Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.
- Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.
- Students will examine the structure and work of the United Nations.

8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.
(Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)

8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.

- Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- Students will examine the term *nuclear superpower* and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.

8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.

- Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.

8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.

- Students will examine the changing relationships between the United States and foreign countries such as
    - China beginning in 1950
    - Afghanistan beginning in the 1980s
    - Russia beginning in 1990
    - Middle East (Israel, Palestine, Iran, Kuwait, Iraq)
    - Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico
    - European Union countries

8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.

- Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

8.7e Increased globalization has led to increased economic interdependence and competition.

- Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce.
- Students will examine the roles of multinational corporations and their influence on the world economy.

8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.
(Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)

8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.

- Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.
- Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland both nationally and within New York State.
- Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.

8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.

- Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.
- Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.

8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.

- Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).

8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.

- Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.
- Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.

- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.
- Students will examine judicial actions taken to protect individual rights, such as *Miranda v. Arizona* (1966) and *Tinker v. Des Moines School District* (1969).

8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.

- Students will explain the difference between Medicare and Medicaid.
- Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.

8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.

- Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.

8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.

- Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.