

The State Education Department
The University of the State of New York

New York State Common Core Social Studies Framework

Grades K-8

Social Studies Framework

Grades K - 4

Social Studies Practices: Vertical Articulation Grades K-4

Social Studies Practices	K	1	2	3	4
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.
	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 causes and effects using examples from his/her life and from a current event or history.
	Identify the relationship between cause and effect.	Identify the relationship between cause and effect.	Identify the relationship between cause and effect.	Identify the relationship between causes and effects.	Identify the relationship between multiple causes and multiple effects.
				Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.	Distinguish between long-term and immediate causes and effects of a current event or an event in 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.
	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.

Social Studies Practices	K	1	2	3	4
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 other regions.
	Identify similarities/differences between him/herself and others.	Identify similarities and/or differences between him/herself and others with detail.	Identify similarities and/or differences between his/her community and other communities.	Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities.	Identify multiple perspectives from an historical event.
	Describe an event in his/her life.	Describe an event in his/her family	Describe an event in his/her community.	Describe an historical event in a world community.	Describe and compare New York State historical events.
	Understand the concepts of geography, economics, and history in relationship to his/her life.	Understand the concepts of geography, economics, and history in relationship to his/her family.	Recognize the relationship among geography, economics, and history in his/her community.	Recognize the relationship among geography, economics, and history in world communities.	Recognize the relationship among geography, economics, and history in social studies.
	n/a	n/a	Describe an historical development in his/her community with specific details including time and place.	Describe an historical development in a world community with specific details including time and place.	Describe historical developments in New York State with specific detail 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 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 and model. 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 and models. Describe where places are in relation to each other and describe connections among places.	Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.	Use location terms and use geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
	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 “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).	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).

Social Studies Practices	K	1	2	3	4
Geographic Reasoning (continued)	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 environment of the community affects human activities.	Describe how human activities affect environment of a world community; describe how 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.
	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 among 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.
Gathering, Using, and Interpreting Evidence	Develop questions about him/her.	Develop questions about his/her family.	Develop questions about the community.	Develop questions about a world community.	Develop questions about New York State, its history, geography, economics and government.

Social Studies Practices	K	1	2	3	4
Gathering, Using, and Interpreting Evidence (con't)	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 creator and/or author, purpose and format for a piece of evidence.	Identify the creator and/or author, purpose and format for evidence.	Identify and explain creation and/or authorship, purpose, and format for evidence.	Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.	Identify and explain creation and /or authorship, purpose, and format for evidence. Where appropriate identify point of view and bias.
	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.
	n/a	n/a	n/a	Identify inferences.	Identify inferences.
	Recognize arguments and identify evidence.	Recognize arguments and identify evidence.	Recognize arguments and identify evidence.	Recognize arguments and identify evidence.	Recognize arguments and identify evidence.
	Create understanding of the past.	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.

Social Studies Practices	K	1	2	3	4
The Role of the Individual in Social and Political 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 viewpoint.	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
	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 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.
	Identify different political systems.	Identify different political systems.	Identify different political systems	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, 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 community participation.	Identify opportunities for and the role of the individual in social and political participation in the school, 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.

Social Studies Practices	K	1	2	3	4
The Role of the Individual in Social and Political Participation (con't)	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 solutions.	Identify situations in which social actions are required and suggest solutions.
	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 the Governor of New York, the President of the United States and the school principal 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 within the classroom and school.	Identify rights and responsibilities within the classroom, school, and community.	Identify rights and responsibilities within the community and compare these to those in world communities.	Identify rights and responsibilities as a citizen within your community and state.

Kindergarten

Kindergarten Common Core Learning Standards for English Language Arts & 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 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, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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 compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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 with diverse partners about kindergarten topics and texts with peers 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

Chronological Reasoning and Causation

- Retell an important life event in sequential order.
- Identify causes and effects using an example from his/her family life.
- Identify the relationship between cause and effect.
- Identify change over time in his/her life.
- Identify events of the past, present and future in his/her life.
- Identify routines and common occurrences in his/her life.

Comparison and Contextualization

- Identify similarities and differences between home and school.
- Identify similarities and differences between him/herself and others.
- Describe an event in his/her life.
- Understand the concepts of geography, economics and history in relationship to his/her life.

Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models and location terms.
- Identify natural events (rainstorms) or physical features, such as land, water, air and wind.
- Describe how environment affects his/her activities.
- Identify a pattern.
- Recognize that the place where a person lives affects the person's life.
- Identify a human activity that changed a place.

Gathering, Using and Interpreting Evidence

- Develop questions about him/her.
- Recognize forms of evidence used to making meaning in social studies.
- Identify the creator/author, purpose and format for a piece of evidence.
- Identify the arguments of others.
- Recognize arguments and identify evidence.
- Create an understanding of the past.
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The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others.
- Participate in activities that focus on a classroom or school issue or problem.
- Identify different political systems.
- Identify the role of the individual in classroom participation.
- Show respect in issues involving difference and conflict.
- Identify situations in which social actions are required.
- Identify the school principal and his/her role within the school.
- 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 which align to Unifying Themes—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. Each unit helps students study themselves in the context of their immediate surroundings. While studying how they live and the rules under which they live, students learn that other people may have different identities, cultures, and experiences in the world compared to their own.

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 family celebrates 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 us to develop a shared sense of history, community, and culture in our country.

- Students will explain when and why we celebrate national holidays such as Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, and Independence Day.
- Students will identify American symbols such as Liberty Bell and the bald eagle.
- Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.

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 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 consider others and 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.7 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 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 be able to have all the goods and services that a person wants or needs.

- Student will identify examples of scarcity.

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Grade 1

Grade 1 Common Core Learning Standards for English Language Arts & 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 meaning 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 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 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. 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.
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., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
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 with diverse partners about grade 1 topics and texts with peers 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 with relevant details, 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 task and situation.

Grade 1 Social Studies Practices

Chronological Reasoning and Causation

- Retell a real-life family event in sequential order.
- Identify causes and effects using examples from his/her family life.
- Identify the relationship between cause and effect.
- Identify change over time in his/her family.
- Identify events of the past, present and future in his/her family life.
- Recognize and identify patterns of continuity in his/her family.

Comparison and Contextualization

- Identify similarities and differences between neighborhoods.
- Identify similarities and differences between him/herself and others with detail.
- Describe an event in his/her family.
- Understand the concepts of geography, economics and history in relationship to his/her family.

Geographic Reasoning

- 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.
- Identify human activities and human-made features; identify natural events or physical features.
- Describe how environment affects his/her and other people's activities.
- Identify a pattern and a process.
- Recognize that the place where a family lives affects the family's life.
- Describe a human activities alter place.

Gathering, Using and Interpreting Evidence

- Develop questions about his/her family.
- Recognize different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- Identify the creator/author, purpose and format for evidence.
- Identify the arguments of others.
- Recognize arguments and identify evidence.
- Create an understanding of the past by using primary and secondary sources.

The Role of the Individual in Social and Political Participation

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

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

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 to create 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 for various ethnic and cultural groups found in New York State.

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

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.

1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining our 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 its purpose and 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 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 identify 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 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 location of objects (e.g., desks, bookcases) and create a map of the classroom 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.

- 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 urban 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

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 timelines 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, family time lines, and legends relate family histories.

- Students will interview family members to learn about their family history. 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, and 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 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 they earn.

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

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Grade 2

Grade 2 Common Core Learning Standards for English Language Arts & 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 meaning 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 with diverse partners about *grade 2 topics and texts* with peers 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

Chronological Reasoning and Causation

- Retell a community event in sequential order.
- Identify causes and effects using examples from his/her family life or from the community.
- Identify the relationship between cause and effect.
- Identify change over time in his/her community.
- Identify events of the past, present and future in his/her community.
- Recognize and identify patterns of continuity and change in his/her community.

Comparison and Contextualization

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

Geographic Reasoning

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

Gathering, Using and Interpreting Evidence

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

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
- Participate in activities that focus on a classroom, school or community issue or problem.
- Identify different political systems.
- Identify the role of the individual in classroom, school and community participation.
- 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 the Governor of New York, the President of the United States and the school principal and their leadership responsibilities.
- 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 may be presented in any order.

Students study their 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 the changes to the environment and their impact are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

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 primarily occupied by buildings and structures 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 a large expanse 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 community type 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 culture 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 our country including the 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 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 impacted the environment of their community through 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, and the nation.

Time, Continuity, and Change

2.6 Identifying changes over time and continuities 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 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, 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 community.

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 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.

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Grade 3

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Grade 3 Common Core Learning Standards for English Language Arts & 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 meaning 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 connection 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 own 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.

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Grade 3 Social Studies Practices

Chronological Reasoning and Causation

- Explain how three or more events are related to one another.
- Identify causes and effects using examples from his/her life or from a current event or history.
- Identify the relationship between causes and effects.
- Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
- Recognize continuity and change over periods of time.
- Recognize periods of time such as decades and centuries.
- Recognize and identify patterns of continuity and change in world communities.

Comparison and Contextualization

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

Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
- 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 human activities affect environment of a world community; describe how environment of a specific world community affects the human activities in that community.
- Recognize a process that applies to population and a resulting pattern.
- Describe how human activities alter places and regions.

Gathering, Using and Interpreting Evidence

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

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
- Participate in activities that focus on a classroom, school or world community issue or problem.
- Identify different types of political systems found in world communities.
- Identify opportunities for and the role of the individual in social and political participation in the school, community or world community.

- 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 and suggest solutions.
- Identify leaders of world communities and the President of the United States; identify similarities and differences in their roles.
- Identify rights and responsibilities within the community and compare these to those in world communities.

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Grade 3: Communities around the World

In “Communities around the World” students learn about communities around the globe. Students bring with them knowledge about their community. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems.

Teachers must select at least three communities that may reflect the diversity of their local community for extensive study. These communities represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies.

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 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 maps should include the following types: 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 principal 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 factors are more suitable for settlement while others act as a deterrent.

- 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 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.

Development, Movement, and Interaction of Cultures

3.4 Communities share cultural similarities and differences across the world.

3.4a 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.

3.4b 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.

3.4c Members of communities meet their basic needs and express their culture in a variety of ways.

- 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 symbols of each selected world community.

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

3.5a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods.

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

Civic Ideals and Practices

3.6 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.

3.6a 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 what type of government is found in each selected world community and compare and contrast it with United States government as well as other selected world communities.

3.6b 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.

3.6c 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 other selected world communities.

3.6d 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 as other selected world communities.

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

3.7a 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.

3.7b 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.

3.7c 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.

Time, Continuity, and Change

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

3.8a 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.

3.8b Arts, music, dance, and literature develop through a community's history.

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

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 earning a living.

- 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.

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Grade 4

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Grade 4 Common Core Learning Standards for English Language Arts & 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 meaning 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 to 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. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - 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. 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

Chronological Reasoning and Causation

- Explain how events are related chronologically to one another.
- 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.
- Distinguish between long-term and immediate causes and effects of a current event or an event in history.
- Recognize dynamics of historical continuity and change over periods of time.
- Use periods of time such as decades and centuries to put events into chronological order.
- Recognize and identify patterns of continuity and change in New York.

Comparison and Contextualization

- Identify a region in New York State by describing a characteristic that places within it have in common, and then compare other regions
- Identify multiple perspectives from an historical event.
- Describe and compare New York State historical events.
- Recognize the relationship among geography, economics, and history in social studies.
- Describe an historical development in New York State with specific details including time and place.

Geographic Reasoning

- Use location terms and use geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
- 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).
- Identify how environments affect human activities and how human activities affect physical environments.
- Recognize relationships among patterns and processes.
- Describe how human activities alter places and regions.

Gathering, Using and Interpreting Evidence

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

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
- Participate in activities that focus on a classroom, school, community, state or national issue or problem.
- Identify different types of political systems used at various times in New York State history and where appropriate, United States history.

- 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; participate in negotiating and compromising in the resolution of differences and conflict.
- Identify situations in which social actions are required and suggest solutions.
- Identify people in positions of power and how they can influence people's rights and freedom.
- Identify rights and responsibilities as a citizen within your community and state.

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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 for each of these topics. The course is divided into seven Key Ideas that span the state’s history from before the European colonial era to the modern period.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 4.6 Industrialization, Immigration and Growth and 4.7 Government.

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)								

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. The map should include structural features such as title, legend or key, compass orientation, author, and date.
- 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 work 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 Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians 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 Iroquois (Haudenosaunee) 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 Iroquois (Haudenosaunee) and Algonquian-speaking people, including matrilineal clan structure, decision-making processes, and record keeping.
- Students will investigate the development of the Iroquois Confederacy of Nations and its decision-making processes.

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

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

- Students will examine Native American traditions and ceremonies; job specialization; the roles of men, women, and children in their society; transportation systems; and technology.
- Students will examine contributions of Native Americans 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 trace colonial history from the Dutch colony of New Netherlands to the English colony of New York, making note of lasting Dutch contributions.
- 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 From its founding, colonial New York was home to many different peoples including Native American Indians, European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

- Students will investigate colonial life under the Dutch in New Amsterdam and the area along the Hudson River and around Fort Orange including an examination of the social and political organization under Dutch rule.
- Student will investigate colonial life under the English, examining the diverse origins of the people living in the colony.

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 American and the English and between Native American and the French.
- Students will examine the Albany Plan of Union as an attempt to bring about colonial cooperation.

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 the importance of New York as a center of Loyalist support, the English plan to gain control of New York and why it failed.
- Students will investigate the strategically important battles of Long Island and Saratoga. Students will investigate 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 TRANSPORTATION AND WESTWARD MOVEMENT: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Improvements in transportation and technology allowed people and goods to move from east to west. (Standards: 1, 3, 4; Themes: TCC, GEO, ECO, TECH)

4.4a After the Revolution, New Yorkers began to move and settle further 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.

4.4b 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 locate and name at least five towns and four cities along the canal and identify major products shipped using the canal.

4.4c Improved technology such as the steam engine and telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact 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 impact these changes had on their communities, the state, and the world.

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 Some Africans and African Americans were enslaved peoples in New York State. African Americans and others worked to fight against slavery and for change.

- Students will examine what rights were denied to Africans and African Americans during the 1800s.
- Students will investigate people that took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, Sojourner Truth, 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, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, 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 INDUSTRIALIZATION, IMMIGRATION, AND GROWTH: FROM THE EARLY 1800S TO THE PRESENT: Economic activities in New York State are varied and have changed over time. Various individuals and groups have contributed to the growth and development of New York State. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

4.6a 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 examine land use maps to compare farming regions of the 1800s to farming regions of today noting changes.
- Students will explore what 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 to the development of banking and finance in New York State and the United States.

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

- Students will research people who made important contributions to business, technology, and New York State communities. Some people to consider include 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.

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

- Students will investigate factory conditions during the period of rapid industrialization, including sweatshops, the Triangle Shirtwaist Fire, the use of child labor, and the formation of labor unions.
- 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.

4.6d 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 African Americans moved into northern cities.
- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

4.6e 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, 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 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.

4.6f 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 NY, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York.

4.7 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)

4.7a 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.

4.7b 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 be able to 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.

4.7c Government in New York is organized into counties, cities, towns, and villages.

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

4.7d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, the New York State Constitution, and by state laws.

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

4.7e Citizens in 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, understand important issues and to serve on a jury.

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Grades 5-8

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Grades 5-8

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 meaning 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 among 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.

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 claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) 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 among claim(s), 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 among 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 import.

Grades 5-8

Social Studies Practices

Chronological Reasoning and Causation

- 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
- Identify causes and effects using examples from current grade level content and historical ideas and events
- Identify, analyze, and evaluate relationship between multiple causes and effects
- Distinguish between long-term and immediate causes and effects (time, continuity, and change)
- Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time
- Recognize that changing the periodization affects the historical narrative
- Relate patterns of continuity and change to larger historical processes and themes
- Identify and describe models of historical periodization that historians use to categorize events

Comparison and Contextualization

- Identify similarities and differences among geographic regions using specific geographic vocabulary
- Identify and compare multiple perspectives on a given historical experience
- Identify similarities and differences between historical developments over time within a similar cultural and geographical context
- Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts)
- Describe the relationship between geography, economics, and history as a context for events and movements
- Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes

Geographic Reasoning

- Ask geographic questions about where places are located and why their location is important
- Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content
- Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes
- Recognize and interpret (at different scales) the relationships among patterns and processes
- Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations
- Characterize and analyze changing interconnections among places and regions

Gathering, Using, and Interpreting Evidence

- Define and frame questions about events and the world in which we live and use evidence to answer these questions
- 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)

- Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence
- Describe and analyze arguments of others
- Make inferences and draw conclusions from evidence
- 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
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints
- Participate in activities that focus on a classroom, school, community, state, or national issue or problem
- Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies
- Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies
- Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate
- Identify situations in which social actions are required and determine an appropriate course of action
- Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights
- Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process

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 some of the social sciences. The course is divided into eight Key Ideas that cover a time span from prehistory into modern times.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.4 European Exploration and its Effect and 5.7 Economics.

Grade 5: Unifying Themes aligned to Key Ideas

		Key Ideas	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8
	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)					•			•	

5.1 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)

5.1a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

5.1b 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

5.1c 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.
- Students will use physical, climate, and vegetation maps in combination with population density maps, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

5.2 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)

5.2a 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 first humans may have arrived, including the Beringia land bridge, using maps and archaeological evidence.

5.2b 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.

5.2c 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 society.

- Students will examine maps that show the variety of different Native American* groups located in the Western Hemisphere, noting there are many different culture groups in many different types of physical, climate, and vegetative regions.

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

- Students will compare and contrast Native American culture groups such as those from Cahokia, the North American Great Plains, North American Southwest, Canadian Inuit, and Caribbean Taino with the Iroquois (Haudenosaunee) of the Eastern Woodlands of North America. Students will examine how each of these groups adapted to and used the environment and its resources to meet their basic needs and elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

5.3 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 BCE and 1500 CE, 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)

5.3a 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 when they occurred.
- Students will investigate the characteristics of the Mayas, Aztecs, and Incas noting similarities and differences.

5.3b 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.

5.3c 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 takes control over 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 they controlled, the type of rule each had, and how the ruler attempted to unify the people

5.4 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.

(Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.4a 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 colonized by the English, Dutch, French, Portuguese, and Spanish comparing the location, relative size, and key resources in these regions.

5.4b Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will examine the European interactions with Native Americans using these examples:
 - Conquests by Cortez and Pizarro and the resulting demographic change
 - French in North America and the fur trade

5.4c 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 and reshaped the lives and beliefs of people.

- Students will map the movement of people, plants, animals, and disease between Europe, the Americas, and Africa.

5.4d Africans were captured, brought to the Americas, and sold as slaves because laborers were needed. 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.

5.5 INDEPENDENCE MOVEMENTS: Beginning in the late 18th century, independence movements took place in the Western Hemisphere for a variety of reasons. These independence movements and their outcomes varied by location. (Standards: 1, 2, 5; Themes: TCC, GOV, CIV)

5.5a In some areas of the Western Hemisphere the desire for independence led to political revolutions.

- Students will investigate reasons people in Haiti and South America wanted independence and compare them to the reasons British colonists wanted independence in what became the United States.
- Students will examine the efforts of Toussaint L'Ouverture in Haiti and Simon Bolivar in South America in obtaining independence.
- Students will explore efforts by Canadians to obtain self-government and how the process differed from American independence.

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 vary from place to place, as do the structure and functions of governments in the countries of the Western Hemisphere today.

- Students will compare and contrast the government structures and functions of government in the United States, Canada, Mexico, and Cuba.

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 have struggled and fought for equality and civil rights using different means, and the sources of power and authority in Western

Hemisphere nations have responded to issues of justice and inequality with different approaches.

- Students will examine different groups of people such as Native Americans, African Americans, and other cultural, ethnic and racial minorities in Western Hemisphere who struggled for equality and civil rights and the response to their actions.

5.7 ECONOMICS: The people 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; TCC, GEO, ECO, EXCH)

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

- Students will examine the economic activities of the United States, Canada, and Mexico and determine their major industries in relation to available resources.
- Students will examine key resources of at least two other countries including Brazil, develop a hypothesis as to what industries could be supported by the available resources, and then examine the actual industries of those countries.
- 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).

5.7b 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.

5.7c Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems include traditional, market, and command which 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 Plains Indians, the market economy of Canada, and the command economy of Cuba, noting similarities and differences.

5.8 COMPARATIVE CULTURES: The populations of the countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. The nations of the Western Hemisphere have been participated in and benefited from international organizations that promote cultural understanding, peace and cooperation.

(Standards: 1, 2; Themes: ID, MOV, SOC)

5.8a The populations of the countries of the Western Hemisphere are diverse and varied.

- Students will investigate the diversity of the United States, Canada, Mexico, and Brazil by looking at their official language or languages, major religions practiced, and different groups of people that have immigrated and settled there over time, including the Native American groups, noting cultural contributions of at least one of these various groups.

- Students will examine reasons that people emigrated from their country to another country.

5.8b The countries of the Western Hemisphere have unique characteristics and achievements that distinguish them from other countries.

- Students will explore key characteristics and achievements that make the United States, Canada, at least one Mesoamerican country, and one South American country unique.

5.8c Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively encourage cooperation between nations, protect human rights, support economic development and provide assistance in challenging situations.

- Students will examine multinational organizations and non-governmental organizations and their role in promoting cooperation, peace, and cultural understanding.

DRAFT

Grade 6: The Eastern Hemisphere

Grade 6 Social Studies is based on the history and geography of the Eastern Hemisphere, including the development of cultures, civilizations, and empires, interaction between societies, and the comparison of trends in government and economics. It also incorporates elements of some of the social sciences. The course is divided into eight Key Ideas that cover a time span from pre-history into the 1300s.

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 6.8 Interactions across the Eastern Hemisphere.

Grade 6: Unifying Themes aligned to Key Ideas

		Key Ideas	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8
	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)							•		•

6.1 GEOGRAPHY OF THE EASTERN HEMISPHERE TODAY: 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, Caucasus, 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.
- 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 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 Eastern Hemisphere, and **one** specific country within each region. Current political issues for this time may be incorporated into this work.

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, 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 the 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: Between 3500 B.C.E. and 600 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, Yellow River valley, Indus River valley, and Nile River valley developed complex societies and civilizations.

- Students will explore the river valley societies and civilizations 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 these 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 river valley societies and civilizations.
- Students will examine the unique achievements of each of these complex societies and civilizations that served as lasting contributions.

6.4 COMPARATIVE WORLD RELIGIONS: Between 600 B.C.E. and 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 a set 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.

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE: 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)

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 of 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 developed to establish order, to create and enforce laws, and to enable decision-making.

- Students will examine the similarities and differences in 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 time period that should be designated as a golden age.

6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES: 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, EXCH)

6.6a Overexpansion, corruption, invasions, civil wars, and discord among the Christians 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 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 the 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 THE INFLUENCE OF THE MONGOLS ON THE EASTERN HEMISPHERE: Mongols affected the Eastern Hemisphere through their expansion and interactions. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV)

6.7a Mongol nomadic culture had unique ways of meeting its basic needs and providing order and stability.

- Students will study the Mongol culture and determine whether it was ever a complex society or civilization.

6.7b As the Mongols created a large empire across regions, Mongol nomadic culture changed over time.

- Students will map the extent of the Mongol Empire at the height of its power and compare it with a map of the modern day Eastern Hemisphere.
- Students will examine the methods used by the Mongols to enable them to rule over a diverse population.
- Students will examine the characteristics of the Mongol culture and determine whether it experienced a Golden Age.

6.7c. Mongols served as important agents of change and cultural diffusion, conquering Eurasia and fostering connections between the East and the West.

- Students will determine the ways in which Mongols served as agents of change.

6.8 INTERACTIONS ACROSS THE EASTERN HEMISPHERE: 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, TECH, EXCH)

6.8a 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.

6.8b The desire for knowledge and luxury items led to the revitalization of some trade routes and increased cross-cultural exchanges.

- 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 if any products were exchanged as a result of their travel.
- Students will examine the spread of the Black Death/Bubonic Plague as a result of inter-regional exchange and its impact on various regions within Afro-Eurasia using a variety of sources such as maps, poetry and other forms of literature, and primary source documents.

6.8c 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.

6.8d The location of resources, particularly in Africa, was a determining factor in the location of trade routes. The exchange of resources had economic impacts on different regions.

- Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.

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 an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North and South America by Native Americans* and ending with an examination of the U.S. 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 include applicable 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 Seneca Falls Convention, war memorials and other features in their community.

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

Grade 7 History of the United States and New York I

Grade 7 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into nine Key Ideas, tracing the human experience in the United States from pre-Columbian times until the official end of Reconstruction in 1877, with a focus on the people, events, and places in New York State as applicable.

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.

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	7.9
	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)			•							

7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America encouraged the development of the first human settlements and the culture of Native Americans. Native Americans 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 are divided by geographic region resulting in similar cultural patterns.

- Students will compare and contrast the environmental features of United States geographic regions.
- Students will examine theories of human settlement of the Americas.
- Students will compare and contrast different Native American cultural groups with a focus on the influence of geographic factors on culture including Haudenosaunee (Iroquois), Sioux, and Anasazi.

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, 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 which improved European exploration including caravel, magnetic compass, astrolabe and Mercator projection.
- Students will examine European explorers including Champlain, Hudson, Cabot, Verrazano, and Joliet and Marquette. Students will identify which European country sponsored each exploration and locate on a map the land claimed by these countries, focusing on the region which became New York State.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans.

- Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahicans, French interactions with the Algonquin, and Spanish interactions with the Pueblo peoples. Students will explain the major reasons 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, landscape, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

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

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

7.2d In New York, the Dutch established colonies along the Hudson River and the French established settlements in the Champlain Valley. The Dutch practiced religious tolerance and became a model for religious freedom.

- Students will compare and contrast the early Dutch settlements with French settlements, and the subsequent British colony in New York in terms of political, economic and social characteristics.

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.
- Students will investigate different methods enslaved Africans used to survive and resist their conditions.
- Within the context of New York history, students will distinguish between the patrol system, 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.
- Student will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the policy of salutary neglect.

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 examine actions taken by the British and colonial responses to those actions including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts.
- Students will identify the issues stemming from the Zenger Trial that effects the development of individual rights in colonial America.
- Students will compare British and colonial patriot portrayals of the Boston Massacre.
- Students will compare the proportions of loyalists and patriots in different regions of New York State.
- Students will identify the events at Lexington and Concord as the triggering events for the Revolutionary War.

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

- Students will examine the influence of Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense on declaring independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.

7.3d Military strategies, geography, and aid from other nations influenced the outcome of the American Revolution. The Battle of Saratoga was considered a turning point in the Revolution. Iroquois (Haudenosaunee) and other Native American groups became involved in the war in different ways.

- Students will explain the different military strategies used by the Americans and their allies, including Native Americans, during the American Revolution.
- Students will examine the terms of the Treaty of Paris and 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 unify their differing social, political, and economic perspectives. The Articles of Confederation created a form of government that loosely united the states, but maintained a large degree of state 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 Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will investigate the successes and failures of the Articles of Confederation, determine why 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 influence of the New York State Constitution 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, federal power, and individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

- Students will examine arguments over the balance of power between state and federal governments and the power of government and the rights of individuals from multiple perspectives.
- 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)

7.4d The Constitution had mixed support among states and delegates. A Bill of Rights was added, enumerating individual freedoms, and helped gain support for the Constitution.

- Students will examine the reasons for mixed support of the Constitution, including the balance of power between state and federal governments and the protection of individual rights.
- Students will examine the role of New York 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 a 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. (Standards: 1, 5; Themes: TCC, GOV, CIV)

7.5a The Constitution outlined a federalist system of government that shares powers among 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.

- 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.

7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways.

- Students will identify the individual rights of citizens that are protected by the Bill of Rights.
- Students will examine evolution of the unwritten constitution including the president’s cabinet and the Congressional committee system.

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 impact 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 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 by which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6b 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. Religious groups such as the Mormons and the Amish began to settle in communities in western parts of New York; the Irish immigrants worked on construction of the canal.
- Students will examine the ways in which women and African Americans in the West benefited from westward expansion.
- Students will examine the role of westward expansion in the growth of suffrage for white men under Andrew Jackson.
- Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the course and impact of the Trail of Tears on the Cherokee.

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York 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, inspired reform movements.

- Students will examine examples of early 19th-century reform movements such as education, prisons, temperance and mental health care.

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

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore efforts of William Lloyd Garrison, Frederick Douglass and Harriet Tubman to abolish slavery.
- Students will examine the impact 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.

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

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the growth 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 relate 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 joined to form the Confederate States of America and will examine the reasons presented for secession. Students will also identify the states that composed the Union.

7.8d The course and outcome of the Civil War was 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 South at the outset of the Civil War.
- Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- Students will examine how technologies affected the conduct and outcome of the Civil War.
- Students will locate of major battles on a map and analyze the utilization of geography in the military strategies employed at Gettysburg or Antietam.

7.8e The Civil War impacted 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 property destruction, impact on population, and economic capacity by comparing impacts 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.

7.9 RECONSTRUCTION: Regional tensions following the Civil War complicated the effort to reunify the nation and define the status of African Americans.

(Standards: 1, 4, 5; Themes: MOV, GEO, SOC, ECO)

7.9a Different approaches toward and policies for Reconstruction demonstrated the challenges to reunify the United States.

- Students will examine the differences between Reconstruction under Lincoln’s plan, Johnson’s plan and Congressional (Radical) Reconstruction.

7.9b 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 impacts 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 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 reasons for failure.

7.9c 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 impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws. Students will explore the response of some Southerners to the increased rights of African Americans including the Ku Klux Klan and White Leagues.
- Students will provide examples of 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.

Grade 8 History of the United States and New York II

Grade 8 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into eight Key Ideas, the first seven of which trace the human experience in the United States from after Reconstruction to up to the end of World War II. The last three Key Ideas parallel each other as they trace different themes in United States and New York history from the post-War period up to the present day.

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 8.1 A Changing Society, 8.2 World War I & the Roaring 20s, 8.5 Demographic Change, and 8.7 Foreign Policy.

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
	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)		•				•			•

8.1 A CHANGING SOCIETY: Changes for African-Americans resulted in limitations of their rights. 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)

8.1b Continued technological developments that 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.

- Students will explore groups of people who moved into urban areas, where they came from, and the reasons for their migration into the cities.
- Students will examine the immigrant experience of arrival to New York through Ellis Island.
- Student compare immigrant experiences such as ethnic neighborhoods in cities, rural settlers in the Midwest, Chinese in the Far West and Mexicans in the Southwest.

8.1c Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people in cities.

- Students will examine the living conditions in urban areas with a focus on the increasing population density and the impact this growth had on the social, cultural, and economic lives of people.

8.1d 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 examples of anti-immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement and immigration legislation of the 1920s.
- Students will explore the growth and impacts of child labor and sweatshops.
- Students will explore the development of political machines, including Boss Tweed and Tammany Hall.

8.1e 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 platforms and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World.
- Students will examine the methods employed in and the outcomes of key labor events including the Haymarket affair and the Pullman Strike.

8.1f Muckrakers and Progressive Era 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 policies to enact reform.

- Students will investigate muckrakers and reformers such as Jane Addams, Florence Kelley, W. E .B. du Bois, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the issue(s) at hand in the individual’s work and the actions that individual took/recommended to address those issues.

- Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- Students will explore leaders and activities of the temperance and woman's suffrage movements.
- Student will investigate the Triangle Shirtwaist Fire and the legislative response.
- Students will examine government responses to reform efforts including the passage of the 16th Amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

8.2 IMPERIALISM: Beginning in the late 19th century, economic, political, and cultural factors contributed to more aggressive United States foreign policy and a push for westward expansion. (Standards: 1, 2, 3; Themes: GEO, GOV, ECO)

8.2a 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 imperial policies including portrayal of the sinking of the U.S.S. *Maine*.
- Students will explain how the events and outcomes of the Spanish-American War contributed to shifts in United States foreign policy.

8.2b Interest in Pacific trade contributed to an increase in United States foreign interactions.

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

8.2c The Roosevelt Corollary expanded the Monroe Doctrine and increased involvement in the affairs of Latin American nations by the United States. This led to resentment of the United States among many in Latin America, but also paved the way for improved relations.

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

8.2d Continued westward expansion contributed to increased conflicts with Native Americans.

- Students will examine examples of Native Americans 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 policies toward Native Americans, such as the creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act and the Indian Reorganization Act.

8.3 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors ultimately led the United States to enter World War I. Involvement in the war significantly altered the social, cultural, and political 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)

8.3a Militarism, alliances, imperialism, and nationalism grew, uniting and dividing nations around the world and leading to global conflict.

8.3b 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 both short- and long-term causes of the World War I and the United States entry into World War I.
- Students will examine examples of war propaganda and its impact on support for United States involvement in the war.
- Students will examine the restrictions placed on citizens upon entering the war including the Espionage Act and the Sedition Act.

8.3c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- Students will examine impacts of the changes in military technologies including trench warfare and the use of chemical weapons, machine guns, and aircraft.

8.3d 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 plan.

8.3e Following the end of World War I, the United States entered a period of increased economic prosperity and radical cultural change 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 impact of prohibition on American society.
- Students will examine examples of post–World War I 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.

8.4 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 and enforce intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

8.4a Risky investing, protectionism, and a weak global economy during the 1920s 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 a failure of the economy.

8.4b The Great Depression affected all American families, but the effects varied across geographic regions and class, race, and gender lines. The Dust Bowl devastated farming regions in the Great Plains and forced thousands to relocate. The federal government responded with environmental conservation legislation.

- Students will examine the effects of the Great Depression in terms of the loss of jobs, wealth, homes.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, as well as the consequences of the Dust Bowl.

8.4c President Roosevelt pursued a policy called the New Deal 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 economic life but did not resolve all of the hardships Americans faced.

- Students will trace key aspects of the New Deal and the actions taken by President Roosevelt in response to the Great Depression including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.

8.5 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)

8.5a 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.

8.5b 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 investigate the impact of the war on the American economy and day-to-day life.
- Students will examine the decision to intern Japanese Americans in light of perceived national security concerns versus constitutional rights. Students will examine the decision and impact of *Korematsu v. United States* (1944).
- Student will explore the role of Fort Ontario in Oswego as a refugee center.

8.5c 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 and protection of human rights.

- Students will investigate the Holocaust and the atomic bomb blasts on Hiroshima and Nagasaki.
- Students will examine the structure and work of the United Nations.
- Students will explain the historical significance of the Nuremberg trials.

8.6 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)

8.6a The postwar baby boom had major social and economic consequences. As the baby boom generation has reached retirement years and life expectancy has increased, the demand on resources has increased.

- Students will explore the short-term and long-term impacts 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.

8.6b Postwar America experienced a dramatic population shift through suburbanization. Transportation improvements through the Interstate Highway Act and the expansion of commuter rail service facilitated this demographic trend and contributed to positive and negative economic effects.

- Students will examine the impacts of suburbanization, including urban decay, suburban growth, and diminished availability of farmland both nationally and within New York State.
- Students will examine examples of urban renewal efforts in the 1960s and 1970s, as well as the renaissance of many American cities in recent decades.

8.6c During the postwar years, many Americans left the Midwest and northern industrial states for the Sun Belt. This shifting population caused political power to shift to new parts of the country as well.

- Students will locate the Sun Belt on a map of the United States. Students will examine the social and economic characteristics that attracted people to the Sun Belt regions and the impact of this shift on political power, including its effect on New York State.

8.6d 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.
- Students will examine contributions of migrant and immigrant groups in New York State and New York City.
- Students will examine the debates over and the effects of immigration legislation, including recent debates over immigration policy.

8.6e 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 impact of pollution, industrialization and population growth on the environment such as urban areas (Love Canal), plant and animal life (Adirondack Park) and alternative energy sources (Three Mile Island).

8.7 DOMESTIC POLITICS & 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)

8.7a The civil rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.

- Students will examine 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*, 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.

8.7b 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 their 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 Independent School District* (1969).

8.7c 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 continued to drain resources and divide 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 movement.

8.7d Economic recession and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy. Presidents Ronald Reagan and George H. W. Bush cut social programs and taxes in an attempt to stimulate the economy.

- Students will compare the goals of the Great Society with the goals of “Reaganomics” and will examine the impacts of each program on the national economy.

8.7e Constitutional issues involving the violation of civil liberties and the role of the federal government are the source of debate in American society.

- Students will examine state and federal regulations as a response to increased gun violence, cyber-bullying and electronic surveillance.
- Students will examine the role of the state and federal government in the areas of education and health care.

8.8 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)

8.8a 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 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.
- Students will locate on a map the nations who were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.

8.8b 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 Vietnam War and the Cuban Missile Crisis.

8.8c 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
 - The Middle East (Kuwait, Iraq, Iran, Israel, Palestinians)
 - Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico
 - European Union countries

8.8d 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, and its impact on national security and the United States responses to it including the USA Patriot Act, Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

8.8e Increased globalization has led to increased economic interdependence and competition.

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