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# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

**Key Idea: SS.1.1** The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Grade 5	Grade 6
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i></p> <p>1.1a Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.</p> <p>1.1a Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/techno-logical.</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>
Grade 7	Grade 8
<p><i>EQ: How did geography influence the development of each culture?</i></p> <p>1.1a The Iroquois developed cultural patterns that reflected their needs and values</p> <p>1.1a Algonquian culture</p> <p><i>EQ: How did colonial life evolve?</i></p> <p>1.1a Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <p>1.1a Structure and roles of colonial families</p> <p>1.1a Life in colonial communities was a reflection of geographic and social conditions</p> <p><i>EQ: How did colonial protests against Britain escalate?</i></p> <p>1.1b New British attitude toward colonies following victory over France</p> <p>1.1b Public opinion was shaped in different forums</p> <p>1.1b Wide variety of viewpoints evolved</p> <p><i>EQ: What role did leadership, commitment, and luck play in the American victory over the British?</i></p> <p>1.1a Strategies of the principal military engagements</p> <p>1.1a Role of the Loyalists</p> <p><i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i></p> <p>1.1a Patterns of community organization, work, and family life in agrarian America</p> <p>1.1a Family roles changed, affecting society in general</p>	<p><i>EQ: How and why did the leadership role of the US differ after WWII and WWI?</i></p> <p>1.1a Role of the United Nations</p> <p>1.1a US and the Soviet Union emerge as world leaders</p> <p>1.1a Communist expansion leader to US policy of containment</p> <p>1.1a Superpower rivalry</p> <p><i>EQ: What will be the role of the US in the 21<sup>st</sup> century?</i></p> <p>1.1a The US competes in a world economy</p> <p>1.1b Federal and state governments reevaluate their roles</p> <p>1.1a-b Old and new problems must be addressed</p>

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**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

**Key Idea: SS.1.2** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across times and from a variety of perspectives.

Grade 5	Grade 6
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i></p> <p>1.2a Different people living in the Western Hemisphere may view the same event or issue from different perspectives.</p> <p><i>EQ: How is US/ Canada/ Latin American history same/ different?</i></p> <p>1.2a,b Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.</p> <p>1.2b Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.</p> <p><i>EQ: How are countries connected and interdependent?</i></p> <p>1.2c,d Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>
Grade 7	Grade 8
<p><i>EQ: What are the political, economic, and social causes of the American Revolution?</i></p> <p>1.2c Economic factors</p> <p>1.2c New social relationships between European powers and the American colonies: development of a new colonial identity</p> <p><i>EQ: How were political systems established in the colonies?</i></p> <p>1.2b The Revolution begins</p> <p>1.2b Declaration of Independence</p> <p><i>EQ: What is a government?</i></p> <p>1.2b Need for a formal plan of union, development of a formal plan of government</p> <p><i>EQ: Why was a new constitution necessary?</i></p> <p>1.2b Annapolis Convention, 1786</p> <p>1.2b The evolution of an “unwritten constitution”</p> <p>1.2b The ratification process</p> <p><i>EQ: How did perspectives differ on the new nation’s viability under the Constitution?</i></p> <p>1.2c,d Establishing and challenges of stability</p> <p>1.2c,d Expanding the nation’s boundaries</p> <p><i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i></p> <p>1.2b Patterns of community organization, work, and family life in agrarian America</p> <p>1.2b Family roles changed, affecting society in general</p>	<p><i>EQ: What were the conflicting perspectives on slavery?</i></p> <p>1.2b Territorial expansion and slavery</p> <p>1.2b The emotional impact of slavery</p> <p>1.2b Failure of political compromise</p> <p><i>EQ: What were the political, social, and economic causes and ramifications of the Civil War?</i></p> <p>1.2b The Presidency of Lincoln</p> <p>1.2b Advantages and disadvantages of each side</p> <p>1.2b,d Preservation of the Union</p> <p>1.2b,d Reconstruction- theory, practice, and termination</p> <p><i>EQ: How is cultural diversity both a benefit and a problem?</i></p> <p>1.2b The immigration experience</p> <p>1.2b Case studies of the immigrant experience in the US and NYS</p> <p>1.2b Legal basis and responsibilities for citizenship in the US</p> <p>1.2b America becomes an increasingly mobile society</p> <p><i>EQ: How can an individual help to bring about change in society?</i></p> <p>1.2b Social ills, 1900-1920</p> <p>1.2b Efforts to reform government and politics</p> <p>1.2b Economic reform efforts</p> <p><i>EQ: What were the causes and effects of US involvement in foreign affairs at the turn of the 20<sup>th</sup> century?</i></p> <p>1.2a-d Growth of imperialist sentiment was caused by several factors</p> <p>1.2a-d The Spanish-American War signaled the emergence of the US as a world power</p> <p>1.2a-d US policies in Latin America</p> <p><i>EQ: How did the role of US in foreign affairs change?</i></p> <p>1.2a,c,d US policy on noninvolvement in European political affairs</p> <p>1.2a,c,d Pre-World War I, events that led to involvement, WWI</p> <p><i>EQ: Why is WWII considered a “total war” affecting all aspects of American life?</i></p> <p>1.2b-d Origins of the War. Pre-War alliances, Failure of peace</p> <p>1.2b-d The US in WWII, New aspects of War, the Home Front</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

**Key Idea: SS.1.3** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i></p> <p>1.3a Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.</p> <p>1.3b,c Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.</p> <p><i>EQ: How are countries connected and interdependent?</i></p> <p>1.3d Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How do historians research the past?</i></p> <p>1.3b The social scientific method as a technique for problem solving and decision making.</p> <p>1.3d History and the other social sciences provide a framework and methodology for a systematic study of human cultures.</p> <p><i>EQ: How did geography influence the development of each culture?</i></p> <p>1.3a The Iroquois developed cultural patterns that reflected their needs and values</p> <p>1.3a,b Algonquian culture</p> <p><i>EQ: How did colonial life evolve?</i></p> <p>1.3d Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <p>1.3d Structure and roles of colonial families</p> <p>1.3d Life in colonial communities was a reflection of geographic and social conditions</p> <p><i>EQ: How were political systems established in the colonies?</i></p> <p>1.3c The Revolution begins</p> <p>1.3c Declaration of Independence</p> <p><i>EQ: What role did leadership, commitment, and luck play in the American victory over the British?</i></p> <p>1.3a Strategies of the principal military engagements</p> <p>1.3a Role of the Loyalists</p> <p><i>EQ: How did perspectives differ on the new nation's viability under the Constitution?</i></p> <p>1.3a Establishing and challenges of stability</p> <p>1.3a Expanding the nation's boundaries</p> <p><i>EQ: What was Jackson democracy?</i></p> <p>1.3b,c The age of the "common man"</p> <p>1.3b,c Jackson's Native American policy</p>	<p><i>EQ: What were the political, social, and economic causes and ramifications of the Civil War?</i></p> <p>1.3c Preservation of the Union</p> <p>1.3c Reconstruction- theory, practice, and termination</p> <p><i>EQ: How is cultural diversity both a benefit and a problem?</i></p> <p>1.3a The immigration experience</p> <p>1.3a Case studies of the immigrant experience in the US and NYS</p> <p>1.3a Legal basis for citizenship in the US</p> <p>1.3a Responsibilities of citizenship</p> <p>1.3a America becomes an increasingly mobile society</p> <p><i>EQ: How can an individual help to bring about change in society?</i></p> <p>1.3b,d Social ills, 1900-1920</p> <p>1.3b,d Efforts to reform government and politics</p> <p>1.3b,d Economic reform efforts</p> <p><i>EQ: How did the role of government change from the 1920s to the 1930s?</i></p> <p>1.3d Prohibitions and the 18<sup>th</sup> Amendment</p> <p>1.3d The Republican decade</p> <p>1.3d Relative isolation of the US in world political affairs</p> <p>1.3d A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class.</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

<p><b>Key Idea: SS.1.4</b> The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	
<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i>            1.4b The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.            1.4c,d Different people living in the Western Hemisphere may view the same event or issue from different perspectives.  <i>EQ: How is US/ Canada/ Latin American history same/ different?</i>            1.4c,d Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods.</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How do historians research the past?</i>            1.4a History and the other social sciences provide a framework and methodology for a systematic study of human cultures.  <i>EQ: What role did geography play in the settlement pattern?</i>            1.4b English colonies, New Netherland  <i>EQ: What are the political, economic, and social causes of the American Revolution?</i>            1.4c Economic factors            1.4c New social relationships between European powers and the American colonies: development of a new colonial identity  <i>EQ: How did colonial protests against Britain escalate?</i>            1.4c New British attitude toward colonies following victory over France            1.4c Public opinion was shaped in different forums            1.4c Wide variety of viewpoints evolved  <i>EQ: How were political systems established in the colonies?</i>            1.4c The Revolution begins            1.4c Declaration of Independence  <i>EQ: How did the Revolution change people's lives?</i>            1.4b On the national level, In NYS, In the Western Hemisphere  <i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i>            1.4d Patterns of community organization, work, and family life in agrarian America            1.4d Family roles changed, affecting society in general</p>	<p><i>EQ: What were the conflicting perspectives on slavery?</i>            1.4b Territorial expansion and slavery            1.4b The emotional impact of slavery            1.4b Failure of political compromise  <i>EQ: What were the political, social, and economic causes and ramifications of the Civil War?</i>            1.4a Preservation of the Union            1.4a Abolition of slavery            1.4a Reconstruction- theory, practice, and termination  <i>EQ: How is cultural diversity both a benefit and a problem?</i>            1.4a,d The immigration experience            1.4a,d Case studies of the immigrant experience in the US and NYS            1.4a,d Legal basis for citizenship in the US            1.4a,d Responsibilities of citizenship            1.4a,d America becomes an increasingly mobile society  <i>EQ: How can an individual help to bring about change in society?</i>            1.4d Social ills, 1900-1920            1.4d Efforts to reform government and politics            1.4d Economic reform efforts  <i>EQ: Why is WWII considered a "total war" affecting all aspects of American life?</i>            1.4d Origins of the War. Pre-War alliances, Failure of peace            1.4d The US in WWII, New aspects of War, the Home Front  <i>EQ: How did the Cold War affect the lives of people in the US?</i>            1.4c Changing patterns of productions of production and consumption resulted in economic expansion            1.4c Families and communities underwent significant changes            1.4c Civil rights movement placed focus on equality and democracy            1.4c Self-confidence of early postwar years eroded by series of events</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.1** The study of world history requires an understand of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i></p> <p>2.1a Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.</p> <p><i>EQ: How is US/ Canada/ Latin American history same/ different?</i></p> <p>2.1b Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.</p> <p>2.1c Different people living in the Western Hemisphere may view the same event or issue from different perspectives.</p> <p><i>EQ: How are countries connected and interdependent?</i></p> <p>2.1c Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.</p>	<p><i>EQ: How can primary sources/ artifacts relay important historical information?</i></p> <p>2.1a Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.</p> <p>2.1a The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.</p> <p>2.1c In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.</p> <p><i>EQ: How does Eastern Hemisphere history change over time?</i></p> <p>2.1a,b Different peoples may view the same event or issue from different perspectives.</p> <p>2.1b Time can be measured in years, decades, centuries, and millennia.</p> <p>2.1b Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study of Eastern Hemisphere nations should include countries from each continent.</p> <p>2.1c Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How does geography affect how and where people live?</i></p> <p>2.1b Theories attempt to explain human settlement in the Americas</p> <p>2.1b Geographic factors affected the settlement patterns and living conditions of the earliest Americans.</p> <p><i>EQ: What were the effects of European exploration?</i></p> <p>2.1b Motivating factors</p> <p>2.1b Effects of exploration and settlement in America and Europe</p> <p>2.1b Exploration and settlement of the NYS area by the Dutch and English</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.2** Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is US/ Canada/ Latin American history same/ different?</i>                      2.2a-c Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.</p> <p><i>EQ: How are countries connected and interdependent?</i>                      2.2c Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.</p>	<p><i>EQ: How does Eastern Hemisphere history change over time?</i>                      2.2a,b Time can be measured in years, decades, centuries, and millennia.</p> <p>2.2a-c Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study of Eastern Hemisphere nations should include countries from each continent.</p> <p><i>EQ: How do people/ civilizations impact culture/ regions?</i>                      2.2c The Neolithic Revolution was a technological development that radically changed the nature of human society.</p> <p>2.2c Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.</p> <p>2.2c Slavery has existed across eras and regions in the Eastern Hemisphere.</p> <p>2.2c Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.</p> <p>2.2c During the late Middle Ages and Renaissance periods, new long distance trade routes emerged, linking the peoples of Africa, Asia, and Europe.</p> <p>2.2c The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How do historians research the past?</i>                      2.2a History and the other social sciences provide a framework and methodology for a systematic study of human cultures.</p> <p><i>EQ: How does geography affect how and where people live?</i>                      2.2c Major Native American civilizations in Central and South America</p> <p><i>EQ: What were the effects of European exploration?</i>                      2.2c Effects of exploration and settlement in America and Europe                      2.2c Exploration and settlement of the NYS area by the Dutch and English</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.3** Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i></p> <p>2.3a-c Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.</p> <p>2.3a-c The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.</p> <p><i>EQ: How are countries connected and interdependent?</i></p> <p>2.3c Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.</p> <p><i>EQ: How is culture/ history influenced by many different groups?</i></p> <p>2.3a-c Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.</p>	<p><i>EQ: How do people/ civilizations impact culture/ regions?</i></p> <p>2.3a,b As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew. (Focus on just two).</p> <p>2.3a Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere.</p> <p>2.3a,c Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.</p> <p>2.2c Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.</p> <p><i>EQ: How can primary sources/ artifacts relay important historical information?</i></p> <p>2.3a Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How does geography affect how and where people live?</i></p> <p>2.3c Theories attempt to explain human settlement in the Americas</p> <p>2.3c Geographic factors affected the settlement patterns and living conditions of the earliest Americans.</p> <p>2.3a Major Native American civilizations in Central and South America</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.4** The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is US/ Canada/ Latin American culture influenced by many different groups?</i> 2.4a The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.</p> <p><i>EQ: How are countries connected and interdependent?</i> 2.4a Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.</p> <p><i>EQ: How is culture/ history influenced by many different groups?</i> 2.4b,c Different people living in the Western Hemisphere may view the same event or issue from different perspectives. 2.4b,c Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.</p> <p><i>EQ: How is US/ Canada/ Latin American history same/ different?</i> 2.4d Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods.</p>	<p><i>EQ: How do people/ civilizations impact culture/ regions?</i> 2.4a,c The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind. 2.4b Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere. 2.4b In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture. 2.4b,c Different peoples may view the same event or issue from different perspectives. 2.4c The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.</p> <p><i>EQ: How can primary sources/ artifacts relay important historical information?</i> 2.4c Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How was the European worldview demonstrated in maps, artwork, and writing from the time?</i> 2.4a,b European knowledge was based on a variety of sources 2.4b Different worldviews and ethnocentrism resulted in many misconceptions</p> <p><i>EQ: What were the effects of European exploration?</i> 2.4d Exploration and settlement of the NYS area by the Dutch and English</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 3: Geography** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth’s surface. (SS-3)

## GEOGRAPHY

**Key Idea: SS.3.1** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How are US/ Canada/ Latin American locations represented?</i>                      3.1a,b Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the US, Canada, and Latin America today.                      3.1b The characteristics, distribution, and complexity of cultures found in the US, Canada, and Latin America                      3.1b,c The physical and human characteristics of places in the US, Canada, and Latin America today                      3.1c Different geological processes shaped the physical environments of the US, Canada, and Latin America.  <i>EQ: How is culture/ history influenced by many different groups?</i>                      3.1c Culture and experiences influence people’s perceptions of places and regions in the US, Canada, and Latin America today.  <i>EQ: How is US/ Canada/ Latin American geography similar/ different?</i>                      3.1c,d The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.                      3.1d Human actions modify the physical environments of the US, Canada, and Latin America.</p>	<p><i>EQ: How are Eastern Hemisphere civilization and country locations represented?</i>                      3.1a The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.                      3.1b Special purpose maps can be used to show various geographic aspects of Earth’s surface as seen in the Eastern Hemisphere.                      3.1b-d A region is an area which is tied together for some identifiable reason, such as physical, political, economic, or cultural features.                      3.1c The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images, and models.                      3.1d The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society.  <i>EQ: How do people/ civilizations impact culture/ regions?</i>                      3.1c As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew. (Focus on just two).                      3.1c Civilizations developed where geographic conditions were most favorable.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How does geography affect how and where people live?</i>                      3.1c Theories attempt to explain human settlement in the Americas                      3.1c,d Geographic factors affected the settlement patterns and living conditions of the earliest Americans.  <i>EQ: How did geography influence the development of each culture?</i>                      3.1d Iroquois and Algonquian People adapted to the environment in which they settled  <i>EQ: What were the effects of European exploration?</i>                      3.1b,c Geographic factors influenced European exploration and settlement in North and South America                      3.1d Effects of exploration and settlement in America and Europe  <i>EQ: What role did geography play in the settlement pattern?</i>                      3.1c English colonies, New Netherland  <i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i>                      3.1d Portrait of the US, 1800                      3.1d Technological changes altered the way people deal with one another</p>	<p><i>EQ: What were the political, social, and economic causes and ramifications of the Civil War?</i>                      3.1a,d Advantages and disadvantages of each side  <i>EQ: How did the role of US in foreign affairs change?</i>                      3.1d US policy on noninvolvement in European political affairs                      3.1d US and peace negotiations                      3.1d The Bolshevik Revolution</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 3: Geography** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth’s surface. (SS-3)

## GEOGRAPHY

<b>Key Idea: SS.3.2</b> Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	
<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How are US/ Canada/ Latin American locations represented?</i>                      3.2a-d Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the US, Canada, and Latin America today.                      3.2a-d Political boundaries change over time and place.                      3.2b-d The physical and human characteristics of places in the US, Canada, and Latin America today.</p>	<p><i>EQ: How do people/ civilizations impact culture/ regions?</i>                      3.2a The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.                      3.2a The environment is affected by people as they interact with it.                      3.2a The effects of geographic conditions are moderated by technology.  <i>EQ: How are Eastern Hemisphere civilization and country locations represented?</i>                      3.2a,b Geographic features and climatic conditions in the Eastern Hemisphere influence land use.                      3.2a-d The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.                      3.2c The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.                      3.2c The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images, and models.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How do historians research the past?</i>                      3.2a,d The social scientific method as a technique for problem solving and decision making.  <i>EQ: How did geography influence the development of each culture?</i>                      3.2a Iroquois and Algonquian People adapted to the environment in which they settled  <i>EQ: How did colonial life evolve?</i>                      3.2c Life in colonial communities was a reflection of geographic and social conditions  <i>EQ: How did the Revolution change people’ lives?</i>                      3.2c On the national level, NYS level, In the Western hemis  <i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i>                      3.2b Portrait of the US, 1800                      3.2b Technological changes altered the way people dealt with one another</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 4: Economics** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the US and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. (SS-4)

## ECONOMICS

**Key Idea: SS.4.1** The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Grade 5	Grade 6
<p><i>EQ: How are the economies of US/ Canada/ Latin America similar/ different?</i></p> <p>4.1a Individuals and groups in the US, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</p> <p>4.1a,b Types and availability of resources are important to economic development in the US, Canada, and Latin America today.</p> <p>4.1b Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the US, Canada, and Latin America.</p> <p>4.1b,e,f Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations North and South America must make.</p> <p><i>EQ: How are countries connected and interdependent?</i></p> <p>4.1e Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and sub-Saharan Africa have changed life in these regions.</p> <p>4.1e Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.</p> <p>4.1g The nations of North, Central, and South America depend on one another for various resources and products they need.</p> <p>4.1g As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.</p>	<p><i>EQ: How do economic systems in the Eastern Hemisphere vary?</i></p> <p>4.1e,f The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>4.1a,b The ways resources are used impact the economic, political, and historic aspects of life throughout the world.</p> <p>4.1a,b People have unlimited needs and wants which they must meet with limited resources.</p> <p>4.1a,b A nation with limited natural resources must interact with other nations to secure its resource needs.</p> <p>4.1a Throughout the Eastern Hemisphere, there is great diversity in the standard of living.</p> <p>4.1a,b Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.</p> <p>4.1g The economic systems of the world have become an interdependent network.</p> <p>4.1f Different economic systems have evolved to deal with economic decision making.</p> <p>4.1d In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.</p> <p>4.1g Nations have joined with one another in organizations which promote economic development and growth.</p> <p>4.1g Some of the nations of the Eastern Hemisphere play leadership roles in the global economy.</p> <p>4.1g Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.</p>
Grade 7	Grade 8
<p><i>EQ: How did geography influence the development of each culture?</i></p> <p>4.1a The Iroquois developed cultural patterns that reflected their needs and values</p> <p><i>EQ: What were the effects of European exploration?</i></p> <p>4.1a Motivating factors</p> <p>4.1a Effects of exploration and settlement in America and Europe</p> <p><i>EQ: What role did geography play in the settlement pattern?</i></p> <p>4.1a English colonies, New Netherland</p> <p><i>EQ: How did colonial life evolve?</i></p> <p>4.1e Life in colonial communities was a reflection of geographic and social conditions</p> <p><i>EQ: What are the political, economic, and social causes of the American Revolution?</i></p> <p>4.1e Economic factors</p> <p><i>EQ: What role did leadership, commitment, and luck play in the American victory over the British?</i></p> <p>4.1a The outcome of the war was influenced by many factors</p> <p><i>EQ: How did the Revolution change peoples' lives?</i></p> <p>4.1a On the national level</p> <p><i>EQ: How did perspectives differ on the new nation's viability under the Constitution?</i></p> <p>4.1a, e Washington as President</p> <p><i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i></p> <p>4.1b,c Technological changes altered the way people deal with one another</p> <p>4.1b,c The impact of early industrialization and tech change on work and workers, the family, and community</p>	<p><i>EQ: What are the causes and effects of scarcity?</i></p> <p>4.1a-d Problems and progress in American politics: Framework for a changing US</p> <p>4.1a-d The US developed as an industrial power</p> <p>4.1a-d Growth of the corporation as a form of business organization- oil, railroads, steel</p> <p>4.1a-d Government response to industrial development and abuses</p> <p>4.1a-d Changing patterns of agricultural organization and activity in the US and New York State</p> <p><i>EQ: How is cultural diversity both a benefit and a problem?</i></p> <p>4.1c The immigration experience</p> <p>4.1c Case studies of the immigrant experience in the US and NYS</p> <p>4.1c Legal basis for citizenship in the US</p> <p>4.1c Responsibilities of citizenship</p> <p>4.1c America becomes an increasingly mobile society</p> <p><i>EQ: How did the role of government change from the 1920s to the 1930s?</i></p> <p>4.1d Prohibitions and the 18<sup>th</sup> Amendment</p> <p>4.1d Relative isolation of the US in world political affairs</p> <p>4.1d A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class.</p> <p><i>EQ: What changes took place with the crash of the stock market?</i></p> <p>4.1a,c Contributing factors</p> <p>4.1a,c The New Deal, Effects of work, family, and communities</p> <p>4.1a,c Effects of the Great Depression on industrialized Europe</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 4: Economics** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the US and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. **(SS-4)**

## ECONOMICS

**Key Idea: SS.4.2** Economics requires the development and application of the skills needed to make informed and well-reasoned economic decision in daily and national life.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How are countries connected and interdependent?</i></p> <p>4.2a Types and availability of resources are important to economic development in the US, Canada, and Latin America today.</p> <p>4.2b Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations North and South America must make.</p> <p>4.2d Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and sub-Saharan Africa have changed life in these regions.</p> <p>4.2d,e Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.</p> <p>4.2e Science and technology have influenced the standards of living in nations in North, Central, and South America.</p>	<p><i>EQ: How do economic systems in the Eastern Hemisphere vary?</i></p> <p>4.2a In many areas of the world, improvement in life expectancy and health care have contributed to rapid population growth.</p> <p>4.2a-e In traditional economies, decision making and problem solving are guided by the past.</p> <p>4.2a-e In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.</p> <p>4.2a-e In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.</p> <p>4.2a-e In many countries “mixed” economies have evolved to deal with economic decision making.</p> <p>4.2c As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How do historians research the past?</i></p> <p>4.2d The social scientific method as a technique for problem solving and decision making.</p> <p><i>EQ: What were the effects of European exploration?</i></p> <p>4.2d Motivating factors</p> <p><i>EQ: How did colonial protests against Britain escalate?</i></p> <p>4.2d New British attitude policies antagonized many Americans</p> <p><i>EQ: What was Jackson democracy?</i></p> <p>4.2d Intensifying sectional differences</p> <p><i>EQ: How did social and economic life change as the US began to move from an agrarian to an industrial society?</i></p> <p>4.2d Technological changes altered the way people deal with one another</p> <p>4.2d The impact of early industrialization and tech change on work and workers, the family, and community</p>	<p><i>EQ: What were the political, social, and economic causes and ramifications of the Civil War?</i></p> <p>4.2a Advantages and disadvantages of each side</p> <p>4.2a New York State in the Civil War</p> <p><i>EQ: What changes took place with the crash of the stock market?</i></p> <p>4.2c Contributing factors</p> <p>4.2c The New Deal, Effects of work, family, and communities</p> <p>4.2c Effects of the Great Depression on industrialized Europe</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

**Key Idea: SS.5.1** The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions help by people across time and place regarding power, authority, governance, and law.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is the government of US/ Canada/ Latin American similar/ different?</i></p> <p>5.1a,c Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the US, Canada, and nations of Latin America.</p> <p>5.1b Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.</p> <p><i>EQ: How can primary sources relay important historical information?</i></p> <p>5.1b,d Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the US these documents include the Declaration of Independence, the US Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.</p> <p>5.1c,d Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.</p> <p>5.1c The rights of citizens in the US are similar to and different from the rights of citizens in other nations of the Western Hemisphere.</p>	<p><i>EQ: How are Eastern governments of the past and present similar/ different?</i></p> <p>5.1a Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.</p> <p>5.1a The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met.</p> <p>5.1b Family, clan, and tribal groups act to maintain law and order.</p> <p>5.1c In modern political states, formalized governmental structures play a major role in maintaining social order and control.</p> <p>5.1d Present systems of government have their origins in the past.</p> <p>5.1d The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: What role did geography play in the settlement pattern?</i></p> <p>5.1a English colonies, New Netherland</p> <p><i>EQ: How did colonial life evolve?</i></p> <p>5.1a Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <p>5.1a Life in colonial communities was a reflection of geographic and social conditions</p> <p><i>EQ: What are the political, economic, and social causes of the American Revolution?</i></p> <p>5.1b Political factors</p> <p><i>EQ: How did colonial protests against Britain escalate?</i></p> <p>5.1b New British policies antagonized many Americans</p> <p>5.1b Public opinion was shaped in different forums</p> <p><i>EQ: How did the Revolution change peoples' lives?</i></p> <p>5.1a In New York State</p> <p><i>EQ: What is a government?</i></p> <p>5.1b Need for a formal plan of union, development of a formal plan of government</p> <p>5.1b The structure of government under the Articles of Confederation</p> <p>5.1b The Articles suffered from many weaknesses</p> <p>5.1b The Articles did have several achievements and contributions</p>	<p><i>EQ: How can an individual help to bring about change in society?</i></p> <p>5.1a Social ills, 1900-1920</p> <p>5.1a Efforts to reform government and politics</p> <p>5.1a Economic reform efforts</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

<p><b>Key Idea: SS.5.2</b> The state and federal governments established by the Constitution of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.</p>	
<p><b>Grade 5</b></p>	<p><b>Grade 6</b></p>
<p><i>EQ: How can primary sources relay important historical information?</i> 5.2d,f Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the US these documents include the Declaration of Independence, the US Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.</p>	<p>No indicators at this grade level for <u>this</u> Key Idea.</p>
<p><b>Grade 7</b></p>	<p><b>Grade 8</b></p>
<p><i>EQ: What role did geography play in the settlement pattern?</i> 5.2e English colonies, New Netherland <i>EQ: How did colonial life evolve?</i> 5.2a Colonial communities were the center of social, economic, and political life and tended to develop along European patterns 5.2a Life in colonial communities was a reflection of geographic and social conditions <i>EQ: How were political systems established in the colonies?</i> 5.2e The Second Continental Congress represented the first attempt to govern the colonies 5.2e Declaration of Independence 5.2e A movement for independence evolved from the political debate of the day 5.2e Independence creates problems for New Yorkers <i>EQ: Why was a new constitution necessary?</i> 5.2b-d Annapolis Convention, 1786, Major Issues 5.2b-d The underlying legal and political principles of the Constitution 5.2b-d The Constitution and the functioning of the federal government <i>EQ: How did perspectives differ on the new nation's viability under the Constitution?</i> 5.2a Expanding the nation's boundaries <i>EQ: How did perspectives differ on the new nation's viability under the Constitution?</i> 5.2a Expanding the nation's boundaries</p>	<p><i>EQ: What were the political, social, and economic causes and ramifications of the Civil War?</i> 5.2e Preservation of the Union 5.2e Abolition of slavery 5.2e Reconstruction- theory, practice, and termination</p>

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

<b>Key Idea: SS.5.3</b> Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.	
<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How is citizenship in US/ Canada/ Latin American similar/ different?</i></p> <p>5.3a Citizenship in the US, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations.</p> <p>5.3a,d Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power.</p> <p>5.3b The rights of citizens in the US are similar to and different from the rights of citizens in other nations of the Western Hemisphere.</p>	<p><i>EQ: How are Eastern values evident within their systems of government/ civics?</i></p> <p>5.3b International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.</p> <p>5.3c As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.</p> <p>5.3c Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law.</p> <p><i>EQ: How are Eastern governments of the past and present similar/ different?</i></p> <p>5.3c Governments change over time and place to meet the changing needs and wants of their people.</p>
<b>Grade 7</b>	<b>Grade 8</b>
No indicators at this grade level for <u>this</u> Key Idea.	No indicators at this grade level for <u>this</u> Key Idea.

# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

**Key Idea: SS.5.3** Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

**Performance Indicator: SS.5.3e** Students will understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.

**Performance Indicator: SS.5.3f** Students will identify basic rights that students have and those that they will acquire as they age.

### Correlation to ITI: Integration Thematic Instruction

Pinnacle's Character Education is based on the [ITI Lifelong Guidelines and LIFESKILLS](#). The everyday application of Lifelong Guidelines and LIFESKILLS school-wide creates a powerful brain-compatible learning environment and a sense of community that both students and teachers look forward to each day. Because of the Lifelong Guidelines and LIFESKILLS, and the care that teachers put into their work, students immediately recognize that they are part of a community of learners who care about and respect each other. Collaboration makes learning enjoyable and exciting. Students realize that they are learning how their school and the larger community work. They see that, even at young ages, they can work together to make a positive contribution that makes a difference. Ensuring a learning environment that is threat-free is the first and most important step in creating a brain-compatible classroom. ITI has a number of teaching strategies it recommends that have proven essential in this process. The first step is to establish classroom behavior expectations, which ITI calls Lifelong Guidelines:

**TRUSTWORTHINESS \* TRUTHFULNESS \* ACTIVE LISTENING \*  
NO PUT-DOWNS \* PERSONAL BEST \***

The LIFESKILLS that follow explain in detail the meaning of personal best. An individual working on incorporating the LIFESKILLS into daily behavior is acting on the personal best guideline.

**Patience** (To wait calmly for someone or something); **Organization** (To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use); **Caring** (To feel and show concern for others); **Integrity** (To act according to a sense of what's right and wrong); **Cooperation** (To work together toward a common goal or purpose); **Problem-Solving** (To create solutions in difficult situations and everyday problems); **Initiative** (To do something, of one's own free will, because it needs to be done); **Resourcefulness** (To respond to challenges and opportunities in innovative and creative ways); **Perseverance** (To keep at it)

<b>Grade 5</b>	<b>Grade 6</b>
<ol style="list-style-type: none"> <li>1. WNY Kids Voting Curriculum</li> <li>2. How do you demonstrate “Character Traits?”</li> <li>3. How do you incorporate Character Traits everyday to demonstrate your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>	<ol style="list-style-type: none"> <li>1. WNY Kids Voting Curriculum</li> <li>2. How do you demonstrate “Character Traits?”</li> <li>3. How do you incorporate Character Traits everyday to demonstrate your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>
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# SOCIAL STUDIES: 5-8 Intermediate Curriculum

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

**Key Idea: SS.5.4** The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rationale conclusions, and develop and refine participatory skills.

<b>Grade 5</b>	<b>Grade 6</b>
<p><i>EQ: How are countries connected and interdependent?</i> 5.4b International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.</p>	<p><i>EQ: How are Eastern values evident within their systems of government/ civics?</i> 5.4b The extent to which human rights are protected becomes a key issue in totalitarian societies. 5.4b As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. 5.4b Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law. 5.4b Governments change over time and place to meet the changing needs and wants of their people.</p>
<b>Grade 7</b>	<b>Grade 8</b>
<p><i>EQ: How did perspectives differ on the new nation's viability under the Constitution?</i> 5.4b Expanding the nation's boundaries</p>	<p><i>EQ: What were the conflicting perspectives on slavery?</i> 5.4c The emotional impact of slavery 5.4c Failure of political compromise</p>