

**NEW YORK STATE SOCIAL STUDIES FRAMEWORK  
INFUSING CATHOLIC IDENTITY**



October 2016 Revision  
Interdiocesan Curriculum Committee



## Introduction

The Interdiocesan Curriculum Committee (ICC) consists of membership from all eight dioceses of New York State. At the request of our Superintendents, we began working on the New York State Social Studies Framework in September, 2015. The following document contains the NYS Social Studies Framework infused with Catholic Identity. The ICC chose to use “[Color the World with Justice: Themes of Catholic Social Teaching](#)” created by the USCCB and modified by the Catholic Campaign for Human Development Archdiocese of Baltimore (2012) as the Catholic Connection. Grade-specific end of the year expectations were taken from Sadlier’s material that was prepared for the Diocese of Brooklyn. This is in no way intended to serve as a Religion curriculum. It should be the basis for the Social Studies curriculum for our Catholic schools.

The New York Social Studies Framework can be found at <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>. Prekindergarten was not included in the New York State document. Pre-K can be accessed by going to [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf) (p. 31 – 33).

The New York State Department of Education views social studies as a means of forming citizens through the integration of the humanities and the social sciences. As Catholic school educators, our mission delves deeper as we seek to form disciples for Christ. This document was created to assist Catholic school educators to accomplish both of these goals.

This work will help teachers infuse the NYS Social Studies Standards with the basic tenets of Catholic social teaching for use in their classrooms. This, along with the NYS Framework for Social Studies, should provide the foundations for the social studies curriculum of the Catholic schools throughout New York State.

The introduction of the New York State K-12 Social Studies Framework reminds us that, “the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the NCSS definition of Social Studies). As Catholic school educators our students must make informed decisions as citizens with a Catholic perspective.

As you use the following document, no doubt you will come up with more Catholic Connections. Social Studies is ripe with opportunities to include our faith and its precepts. What we present is a springboard for educators to infuse their lessons and projects with Catholic identity.

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## Prekindergarten Social Studies

### *Geography*

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.
  - a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.
  - b) Describes how each person is unique and important.
  - c) Identifies family members, family characteristics and functions.
  - d) Identifies as a member of a family.
  - e) States how families are similar and different.
  - f) Describes his/her own community and/or cultural group.
  - g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).
  - h) Recognizes some community workers and describes what they do.
2. Demonstrates awareness and appreciation of his/her own culture and other cultures.
  - a) Talks about and/or shows items related to his/her family and cultural traditions to others.
  - b) Questions why and/or how people are similar/different.
  - c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.
  - d) Demonstrates an understanding of similarities and differences between and among individual people and families.
3. Demonstrates knowledge of the relationship between people, places, and regions.
  - a) Identifies features of own home and familiar places.
  - b) Names the street, neighborhood, city or town where he/she lives.
  - c) Uses words that indicate direction, position and relative distance.
  - d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).
  - e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.
  - f) Is aware of his/her surroundings.

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. We should solve problems without fighting. We should not kill anyone. We are all people with value and should care for each other.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting, and helping others. We should love our neighbors all over the world.

## **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Prekindergarten, the learner will:*

- *Show respect for individuals of different ethnic backgrounds.*
- *Hear stories of people who led good, holy lives.*
- *Know that we must love others as God loves us.*
- *Know that everyone is responsible for caring for God's creation.*

## ***History***

4. Develops an understanding of how people and things change over time and how to relate past events to his/her present and future activities.
  - a) Identifies routines and common occurrences in his/her life.
  - b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.
  - c) Retells important events in sequential order.
  - d) Demonstrates interest in current events that relate to family, culture, and community.
  - e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”

## **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Prekindergarten, the learner will: understand that we are to care for the needs of others by being kind and considerate.*

## ***Civics, Citizenship, Government***

5. Demonstrates an understanding of roles, rights, and responsibilities.
  - a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.
  - b) Expresses that rules are for everyone.
  - c) Identifies rules that protect him/herself and others.
  - d) Explains that rules affect children and adults.
  - e) Describes possible consequences when rules are not followed.

6. Begins to learn the basic civic and democratic principles.
  - a) Participates in making group rules and/or rules for daily routines and transitions.
  - b) Follows rules and may remind others of the rules.
  - c) Applies the skills of communication, cooperation, respect and empathy with others.
  - d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Prekindergarten, the learner will: know that Jesus taught us how to treat others with love and kindness.*

### ***Economics***

7. Develops a basic understanding of economic concepts within a community.
  - a) Demonstrates an understanding that money is needed to exchange for some goods and services.
  - b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.
  - c) Recognizes the roles/contributions of community workers as they produce goods/services that people need.
  - d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

*By the completion of Prekindergarten the learner will: participate in age-appropriate works of charity.*

### ***Career Development***

8. Demonstrates interest and awareness about a wide variety of careers and work environments.
  - a) Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”

- b) Recognizes that people depend on “community helpers” to provide goods and services.
- c) Identifies the tools and equipment that correspond to various roles and jobs.
- d) Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.
- e) Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”
- f) Talks about a parent’s, a relative’s or a neighbor’s job.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting, and helping others. We should love our neighbors all over the world.

*By the completion of Prekindergarten, the learner will:*

- *Show respect for individuals of different ethnic backgrounds.*
- *Hear stories of people who led good, holy lives.*

## Grade K: Self and Others

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

### *Individual Development and Cultural Identity*

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

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

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

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

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. We should solve problems without fighting. We should not kill anyone. We are all people with value and should care for each other.

*By the completion of Kindergarten, the learner will: know that we must love others as God loves us.*

#### **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.

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting, and helping others. We should love our neighbors all over the world.

*By the completion of Kindergarten, the learner will:*

- *Know that Jesus taught us how to treat others with love and respect.*
- *Show respect for individuals of different ethnic backgrounds.*
- *Hear stories of people who led good, holy lives.*

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

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

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

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

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

- Students will learn patriotic songs including the national anthem, “America the Beautiful,” and “America.”

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Kindergarten, the learner should: know that Jesus taught us how to treat others with love.*

### ***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 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.

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Kindergarten, the learner should: understand that we are to care for the needs of others by being kind and considerate.*

### ***Geography, Humans, and the Environment***

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

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

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

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

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

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

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

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

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

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

## **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Kindergarten, the learner should: realize that everyone is responsible for caring about God's creation.*

### ***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.

## **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Kindergarten, the learner should:*

- *Hear stories of people who led good, holy lives.*
- *Show respect for individuals of different ethnic backgrounds.*

### ***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.9.a 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.

K.9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- Students will identify examples of scarcity.

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

*By the completion of Kindergarten, the learner should: participate in age-appropriate works of charity.*

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

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

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced as well as the role of authority 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 which creates a multicultural community.

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

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

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

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade One, the learner will:*

- *Be able to identify what God created.*
- *Be familiar with the story of Adam and Eve.*

- *Know that God created each one of us as individuals with specific gifts and talents.*
- *Know that we must love others as God loves us.*
- *Understand that we are to care for the needs of others by being kind and considerate.*

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

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

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

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

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

***Civic Ideals and Practices***

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

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

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

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

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

- Students will 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.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

### **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Grade One, the learner will:*

- *Understand that stories in the New Testament help us to know Jesus as one who cares about us and others.*
- *Begin to follow Church teachings as taught by their parents and catechists.*
- *Realize that God created everything out of nothing.*
- *Realize that everyone is responsible for caring about God's creation.*

## **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.

### **Catholic Connection: Call to Family, Community and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade One, the learner will:*

- *Understand that God who is a loving Father has expectations for each of us just as our parents/guardians do.*
- *Be able to recognize that God and their parents love them even though they might do something wrong.*
- *Understand that we can always talk to God privately and He will hear our prayer.*

### ***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 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.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

*By the completion of Grade One, the learner will:*

- *Realize that everyone is responsible for caring about God's creation.*
- *Help others by serving as Jesus did.*

### ***Time, Continuity, and Change***

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

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

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

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

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

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

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

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

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

### **Catholic Connection: Call to Family, Community and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade One, the learner will:*

- *Know that we are created to be part of God's family of believers.*
- *Understand that the Sacrament of Baptism welcomes us into the Catholic Church and into a life of Faith in Jesus.*
- *Begin to follow Church teachings as taught by their parents and catechists.*
- *Listen to stories of people who led good and holy lives by responding to their Baptismal calling.*

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

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

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

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

- Students will interview family members to learn about their family 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; 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.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade One, the learner will:*

- *Know that we must love others as God loves us.*
- *Understand that we are to care for the needs of others by being kind and considerate.*

### **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.

### **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Grade One, the learner should: realize that everyone is responsible for caring about God's creation.*

## Grade 2: My Community and Other Communities

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

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their 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.

### **Catholic Connection: Solidarity**

**We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should**

love our neighbors all over the world.

*By the completion of Grade Two, the learner will:*

- *Understand that we are created to be part of the Family of God.*
- *Recognize that Jesus is our brother and the Son of God.*
- *Understand that we are members of many families our own family, our Parish Family, our School/Academy Family.*
- *Know that we must love others as God loves us.*
- *Understand that we are to care for the needs of others by being kind and considerate.*

## **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.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure

all workers are protected.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Two, the learner will:*

- *Help others by serving as Jesus did.*
- *Listen to stories of people who responded to their Baptismal calling.*
- *Know that we must love others as God loves us.*
- *Understand that we are to care for the needs of others by being kind and considerate.*

### ***Civic Ideals and Practices***

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

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

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

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

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

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

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

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

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

### **Catholic Connection: Call to Family, Community and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade Two, the learner will:*

- *Know that Jesus taught us how to live by the Ten Commandments and Eight Beatitudes so that we can fittingly receive the Sacraments.*
- *Recognize that everyone is responsible to care for God's creation.*

## **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.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade Two, the learner will: know that Jesus taught us how to live by the Ten Commandments and Eight Beatitudes so that we can fittingly receive the Sacraments.*

## ***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 continuities and changes over time can help understand historical developments.**

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

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

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

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

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

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

### *Economic Systems*

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

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

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

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

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

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

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

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

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

#### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

#### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

#### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

## **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Two, the learner will:*

- *Understand that we are created to be part of the Family of God.*
- *Recognize that Jesus is our brother and the Son of God.*
- *Know that we must love others as God loves us.*
- *Understand that we are to care for the needs of others by being kind and considerate.*

## **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.

## **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

## **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are

poor and vulnerable first.

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Two, the learner will:*

- *Know that God created each of us with individual gifts and talents.*
- *Understand stories of saints and modern day people who provide us with good examples and models of Catholic/Christian living.*

## Grade 3: Communities around the World

In “Communities around the World” students learn about communities around the globe and global citizenship. 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. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action.

Teachers must select at least three communities that may reflect the diversity of their local community for extensive study. These communities should 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. The various world communities, key ideas and the social studies practices may be presented in any order.

### *Geography, Humans, and the Environment*

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

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

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

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

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

### **Catholic Connection: Care for God's Creation**

**We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.**

*By the completion of Grade Three, the learner will: have a better understanding that God created the world freely and out of love.*

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

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

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

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

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

#### **Catholic Connection: Solidarity**

*We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.*

*By the completion of Grade Three, the learner will: demonstrate respect for all forms of life.*

### **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 the use of technology have altered the environment bringing about unintended consequences for each of the selected world communities and their own community.
- Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.

### **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Grade Three, the learner will: realize that Jesus always lived in perfect communion with the Father.*

### ***Time, Continuity, and Change***

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

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

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

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

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

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science forget this. Wars hurt people. We should solve problems without fighting. We should not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Three, the learner will: respond joyfully to God's call to give one's self in love to God and neighbor.*

## *Development, Movement, and Interaction of Cultures*

### **3.5 Communities share cultural similarities and differences across the world.**

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

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

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

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

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Three, the learner will: respond joyfully to God's call to give one's self in love to God and neighbor.*

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

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

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

## **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We also should not kill anyone. We are people with value and should care for each other.

*By the completion of Grade Three, the learner will:*

- *Realize that the Lord calls each of us to live a life of service.*
- *Begin to appreciate that some might be called to serve as: priests, deacons, religious brothers and religious sisters.*

### ***Civic Ideals and Practices***

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

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

- Students will examine 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.

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

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

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

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

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

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

as other selected world communities.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Three, the learner will: realize the importance of respecting those who exercise proper authority in the family, in the Church, and in society.*

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

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

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

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

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

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

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

### **Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

*By the completion of Grade Three, the learner will:*

- *Be aware that we have a duty to care for the rights of others.*
- *Demonstrate respect for all forms of life.*
- *Understand the Ten Commandments and the Eight Beatitudes in greater detail*
- *Understand that we are created in God's image and likeness and that we are to try to live peacefully with others.*

## *Creation, Expansion, and Interaction of Economic Systems*

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

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

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

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

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

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade Three, the learner will: actively participate in age-appropriate service projects.*

### **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.

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Three, the learner will: realize that because God is love, we are called to love.*

## Grade 4: New York State and Local History and Government

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

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

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

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

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

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

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

### **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Grade Four, the learner will: further understand the notion that God created the world freely and out of love.*

#### **4.2 NATIVE AMERICAN\* GROUPS AND THE ENVIRONMENT: Native American Groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures.**

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

**(Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)**

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

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

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

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

4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values. Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.

- Students will examine contributions of Native Americans evident today.

#### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Four, the learner will: understand that we were made to be part of a world that God created so that we could contribute positively to the family of God.*

#### **4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European**

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

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

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

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

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

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

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

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

- Students will examine issues of political and economic rights that led to the American Revolution.
- Students will examine New York's geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation.
- Students will explore why African Americans volunteered to fight with the British during the war.
- Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.

Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We also should not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Four, the learner will:*

- *Learn to appreciate the cultural difference of those in the neighborhood, parish, or school community.*
- *Be aware that we have a duty to care and respect the rights of others.*

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

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

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

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

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

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

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

OR

- Students will identify the borough of New York City in which they live, and in which county the borough is located. (NOTE: Teachers choose the appropriate content specification based on the school location)
- Students will examine the structure of their local government and its relationship to state government.
- Students will be able to identify the elected leaders of their community.

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

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

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

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

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Four, the learner will: realize the importance of respecting those who exercise the proper authority in the home, in Church, in the school, and in society.*

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

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

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

4.5b Women have not always had the same rights as men in the United States and New York

State. They sought to expand their rights and bring about change.

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

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

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

### **Catholic Connection: Solidarity**

*We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.*

*By the completion of Grade Four, the learner will: realize that the Lord calls each of us to live a life of service.*

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

4.6a 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.

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

- Students will examine the physical features of New York State and determine where it

might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.

- Students will examine how the development the canal affected the Haudenosaunee nations.
- Students will locate and name at least five towns and four cities along the canal and identify major products shipped using the canal.

4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an 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.

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

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

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

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

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

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

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

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

### **Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade Four, students will: realize that the Lord calls each of us to live a life of service.*

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

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

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

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

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

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Four, students will: know that the name Jesus means “God saves” and that Jesus taught us to love God as our Father and each other as brothers and sisters in His name.*

## Grade 5: The Western Hemisphere

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

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

### **5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.**

**(Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)**

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

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

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

5.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their 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.
- Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

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

## **Catholic Connections: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Five, the learner should:*

- *Understand that we are created in God's image and likeness and that we are to live in peace with others.*
- *Recognize when one is not following the Ten Commandments and the Eight Beatitudes.*

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

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

- Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map and when they occurred.
- Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.

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

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

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

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

## **Catholic Connections: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Five, the learner should: know that we have a duty to care for and respect the rights of others.*

### **5.3 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)**

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

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

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

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

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

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

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

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

Passage.

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We also should not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Five, the learner will:*

- *Realize the importance of respecting those who exercise proper authority in the home, in the Church, and in society.*
- *Know that we have a duty to care for and respect the rights of others.*

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

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

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

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

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

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

### **Catholic Connection: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Grade Five, the learner will: understand that we are made to contribute positively to building up the “Kingdom of God”.*

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

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

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

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

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

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Five, the learner will:*

- *Understand that we are created in God’s image and likeness and that we are to live in peace with others.*
- *Realize that the Lord calls each of us to live a life of service.*
- *Learn about the major religions of the world.*

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

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

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

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

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

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

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

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

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

**Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Five, the learner will:*

- *Actively participate in a variety of age-appropriate service projects.*
- *Know that we have a duty to care for and respect the rights of others.*

**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; Themes: TCC, GEO, ECO, EXCH)**

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems 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 Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.

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

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

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

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

**Catholic Connection: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade Five, the learner will: know that we have a duty to care for and respect the rights of others.*

## Grade 6: The Eastern Hemisphere

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

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

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere; 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates; and 6.8 Interactions across the Eastern Hemisphere.

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

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

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

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

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

- Students will use physical, climate, and vegetation maps in combination with population

density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.

- To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.

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

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

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Six, the learner will:*

- *Realize the importance of respecting those who exercise proper authority in the home, in the Church, and in society.*
- *Know that we have a duty to care for and respect the rights of others.*
- *Recognize when one is not following the Ten Commandments and the Eight Beatitudes.*

## **6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment.**

**(Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)**

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

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

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

settlements.

- Students will explore 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.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Six, the learner will:*

- *Realize that God gave us the spiritual gift of a free will.*
- *Recognize and celebrate the gifts and talents of others.*
- *Be able to recognize when we have not followed the Ten Commandments and the Eight Beatitudes in our daily life.*

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

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

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

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

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

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

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

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

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Six, the learner will: know that we are called to respect and protect the rights of others.*

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

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

6.4b Belief systems and religions are based on 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.
- Students will explore the influence of various belief systems on contemporary cultures and events.

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Six, the learner will:*

- *Be aware of the need for world peace and begin to understand how we can help bring about peace in our world.*
- *Be aware and have respect for all of God's creation.*
- *Recognize that the Jewish faith is a response to God's revelation as found in the Old Testament.*

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

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

- Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.
- Students will compare and contrast the similarities and differences 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 were 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 golden age.
- Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Six, the learner will:*

- *Realize the importance of respecting those who exercise proper authority in the home, in the Church, and in society.*
- *Know that we have a duty to care for and respect the rights of others.*
- *Recognize when one is not following the Ten Commandments and the Eight Beatitudes.*

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

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

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

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

- Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture and developed a Christian faith, known as

Orthodox Christianity, which united Church and state authority in the person of the emperor.

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

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

6.6d Competition and rivalry over religious, economic, and political control over 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.

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We should also not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Six, the learner will: be aware of the need for world peace and begin to understand how we can help bring about peace in our world.*

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

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

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

what was exchanged as a result of their travel.

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

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

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

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

### **Catholic Connection: Call to Family, Community and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Six, the learner will:*

- *Realize the importance of respecting those who exercise proper authority in the home, in the Church, and in society*
- *Know that we have a duty to care for and respect the rights of others.*
- *Recognize when one is not following the Ten Commandments and the Eight Beatitudes.*

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

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

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

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

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

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

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

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

### **Catholic Connection: Care for God’s Creation**

*We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.*

*By the completion of Grade Seven, the learner will: further understand that care for the earth is a requirement of our faith. We are called by God to protect the planet and all of God’s creation.*

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

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

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

### **Catholic Connection: Solidarity**

We are one human family. We are brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Seven, the learner will: further understand that we are one human family and we are brothers and sisters even if we are different.*

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

- Students will compare and contrast British interactions with southern New England Algonquians, Dutch interactions and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.
- Students will investigate other Native American societies found in their locality and their interactions with European groups.
- Students will examine the major reasons Native American societies declined in population and lost land to the Europeans.

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We also should not kill anyone. We are all people

with value and should care for each other.

*By the completion of Grade Seven, the learner will: further understand that human life is sacred. In our faith we believe that every person is precious and that people are more important than things.*

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

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

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

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

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

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

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people.

We should solve problems without fighting. We also should not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Seven, the learner will: further understand that we are all people of value and should care for each other. Every person has the right to life, the right that makes other rights possible. Everyone has the right to the conditions for living a decent life including food, housing education and employment.*

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

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

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

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

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

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

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

7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1789) established the terms of peace.

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

### **Catholic Connection: Rights and Responsibilities**

People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Seven, the learner will: further understand that we have rights but also duties and responsibilities to one another, to our families and to the larger society.*

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

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

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

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

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

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

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Seven, the learner will: further understand that how we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community.*

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

7.5a The Constitution outlined a federalist system of government that shares powers 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. Individual rights of citizens are addressed in the Bill of Rights.

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

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

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

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

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

### **Catholic Connection: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Seven, the learner will: further understand that the family is the central social institution that must be supported and strengthened by laws, not undermined.*

**7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This**

**settlement displaced Native Americans as the frontier was pushed westward.  
(Standards: 1, 3; Themes: ID, MOV, TCC, GEO)**

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

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

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

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

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups such as the Mormons to move westward.
- Students will examine the growth of suffrage for white men under Andrew Jackson.
- Students will examine the conditions faced on the Trail of Tears by the Cherokee and the impact the removal had on their people and culture.
- Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the ways in which westward movement had an impact on the lives of women and African Americans.
- Students will examine the policies of New York State toward Native Americans at this time.

**Catholic Connection: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

*By the completion of Grade Seven, the learner will: further understand that our Catholic tradition instructs us to put the needs of the poor and vulnerable first and a basic moral test of society is how our most vulnerable members are faring.*

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

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness 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.
- Students will examine the seizure of the ship, *La Amistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States v. The Amistad (1841)*.

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

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

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

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

### **Catholic Connection: Call to Family, Community and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Seven, the learner will: further understand that the obligation to participate in political life is rooted in our baptismal commitment to follow Jesus and bear Christian witness in all we do and that responsible citizenship is a virtue, and participation in political life is a moral obligation.*

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

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

- Students will examine regional economic differences as they 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 seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.
- Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.

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

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

Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.

7.8e The Civil War 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 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.

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We also should not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Seven, the learner will: further understand that the dignity of the human person is the criterion against which all aspects of economic life must be measured and subhuman living conditions and slavery is a poison to human society.*

## Grade Eight History of the United States and New York II

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

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

### **8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.**

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

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

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

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

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

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

- Students will explore methods used by Southern state governments to 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 noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.

- Students will examine the effects of the *Plessy v. Ferguson* ruling.

### **Catholic Connections: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We should also not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Eight, the learner will: have a better understanding of the life and dignity of the human person.*

## **8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.**

**(Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)**

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

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

### **Catholic Connections: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We should also not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Eight, the learner will: know that human dignity comes from God and has been redeemed by Jesus Christ.*

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

- Students will examine the population growth of New York City and other New York

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

### **Catholic Connections: The Dignity of Work and the Rights of Workers**

People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

*By the completion of Grade Eight, the learner will: understand that work is a form of joyfully continuing in God's creation.*

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

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

### **Catholic Connections: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Eight, the learner will: know that people are social beings and we need to consider the community when creating rules.*

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

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

8.2e Progressive 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 reform policies.

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

### **Catholic Connections: Rights and Responsibilities**

People need food, clothing, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.

*By the completion of Grade Eight, students will: know it is their duty to help those in need.*

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

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

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

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

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

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

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

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

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

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We also should not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Eight, the learner will: further understand that human life is sacred. In our faith we believe that every person is precious and that people are more important than things.*

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

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

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

- Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.
- Students will examine examples of war propaganda and its impact on support for

- United States involvement in the war.
- Students will examine the restrictions placed on citizens after United States entry into the war including the Espionage Act (1917) and the Sedition Act (1918).

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

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

### **Catholic Connections: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We should also not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Eight, students will: know that we are all people of value and should care for each other.*

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

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

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

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

## **Catholic Connections: Option for the Poor and Vulnerable**

We need to think about how people who are poor in our community live. People who have enough should share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

*By the completion of Grade Eight, students will: know we should put the needs of the poor and vulnerable first.*

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

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

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

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

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

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

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

## **Catholic Connections: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole

community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Eight, the learner will: know that people are social beings and we need to consider the community when creating rules.*

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

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

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

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

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

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

- Students will examine the role of air power by the allies, including the use of the atomic bombs in Hiroshima and Nagasaki.

- Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.
- Students will examine the structure and work of the United Nations.

### **Catholic Connections: Solidarity**

We are one human family. We are all brothers and sisters even if we are different. We need to get along with each other. Solidarity means not fighting and helping others. We should love our neighbors all over the world.

*By the completion of Grade Eight, students will: know we are one human family.*

**8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.**

**(Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)**

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

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

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

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

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

- Students will examine the changing relationships between the United States and foreign countries such as:
  - China beginning in 1950
  - Afghanistan beginning in the 1980s
  - Russia beginning in 1990

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

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

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

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

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

### **Catholic Connections: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We should also not kill anyone. We are all people with value and should care for each other.

*By the completion of Grade Eight, students will know: we are all people of value and every person is precious.*

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

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

- Students will explore the short-term and long-term 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.
- 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 the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.

### **Catholic Connections: Call to Family, Community, and Participation**

People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.

*By the completion of Grade Eight, students will: know that the person is not only sacred but social.*

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

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

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

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

### **Catholic Connections: Care for God's Creation**

We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.

*By the completion of Grade Eight students will: know that Earth Day is not just a slogan, but a requirement of our faith.*

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

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

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

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

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

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

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

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

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

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

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

### **Catholic Connection: Life and Dignity of the Human Person**

People should love each other. Some medicine and science practices forget this. Wars hurt people. We should solve problems without fighting. We should also not kill anyone. We are all people

with value and should care for each other.

*By the completion of Grade Eight, students will: know that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society.*

## Social Studies Practices\*

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K – 12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings. The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the Disciplinary Tools of Dimension 2 of the C3 Framework, National Council for the Social Studies Standards, and Habits of the Mind published by the National Council for History Education.

- 1) Gathering, Using and Interpreting Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economics Systems
- 6) Civic Participation

\*Please see specific grade levels in the New York State Social Studies Framework for grade level Social Studies Practices.

## Resources\*

\*As websites change, please be sure to check prior to using a site with students.

“**America, A Narrative History**” is a text published by WW Norton. As a free supplement to the book, Norton has published [ten Google Earth tours](#). These tours include major themes and events in US History, providing history lessons within a geographic context.

**6 Cool Interactive Sites To Learn More About American History** (<http://www.makeuseof.com/tag/6-cool-interactive-sites-learn-american-history/>) – awesome interactive resources to learn the following topics in depth:

**7 Places to Find & Watch Documentaries Online** <http://www.freetech4teachers.com/2012/09/7-places-to-find-watch-documentaries.html#.VSpclPnF-68>

**7 Useful YouTube Channels for History Teachers** <http://www.freetech4teachers.com/2012/02/7-useful-youtube-channels-for-history.html#.VSpVWvnF-68>

A Consortium of nonpartisan, nonprofit organizations committed to strengthening civic life in the U.S. by increase the quality of civics education in our nation’s schools and by improving accessibility to high-quality, no-cost learning materials.

**Abraham Lincoln site** <http://www.abrahamlincolnonline.org/lincoln.html>

**ActiveHistory** – <http://www.activehistory.co.uk/gallery/>

**ALA Top 25 Websites for Teaching and Learning** allows users to create timelines that incorporate text, images, audio, and video, you can embed the timeline in a blog or share it via email, available in English and Spanish.

[American Memory from the Library of Congress](#) American Memory provides “free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

**American Muslim Women’s Association** <http://www.amwa.us>  
Ancient history, British history, World war, Historic figures, Family history, Hands on history, History for kids and History games.

**Annenberg Learning** [http://www.learner.org/interactives/?page=1&per\\_page=20&query=](http://www.learner.org/interactives/?page=1&per_page=20&query=)

**Arabian American Oil Company** <http://www.saudiaramcoworld.com>

**BBC history site** – <http://www.bbc.co.uk/history>

**Bread for the World** <http://www.bread.org/hunger/us/>

**Calisphere** <http://www.calisphere.universityofcalifornia.edu/>

**Center for Civic Education** <http://www.civiced.org/>

**C-SPAN Classroom** <http://www.c-spanclassroom.org/>

**Cultural Institutions** new cultural ed site: <http://nysculturaled.org/>

**DECA** <http://www.fold3.com/?xid=159A> prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. The High School Division includes 185,000 members in 5,000 schools. The Collegiate Division (formerly known as Delta Epsilon Chi) includes over 15,000 members in 200 colleges and universities. Teachers and students can join the membership programs with very small fees.

[declaration-independence#sect-activities](#)

**Digital History** <http://digitalhistory.unl.edu/>

Digital History Using New Technologies to Enhance Teaching and Research

**Digital Vaults** <http://www.digitalvaults.org/>

Digitally archives historical documents, photos, and other media from institutions all over the world.

**DocsTeach.org** is an online teaching tool from the US National Archives for teachers to find and create interactive learning activities with primary-source documents that promote historical thinking skills in 21st century classroom.

**Discovery** gives access to free classroom-ready lesson plans and activities for K-12 education, organized by grade level and subject for science, social studies, and literature.

<http://www.discoveryeducation.com/>

**ECHO** – George Mason University <http://echo.gmu.edu/> Comprehensive guide to websites in the history of science, technology, and industry

**Echoes and Reflections** <http://www.echoesandreflections.org>

**EconEDlink** <http://www.econedlink.org/>

**EDSITEment** <http://edsitement.neh.gov/>

**Edsitement-** National Endowment for the Humanities website of lessons and other resources-  
<http://edsitement.neh.gov/lesson-plans>

**Edutecher** - links to all kinds of educational sites, videos, lesson plans.

<http://www.edutecher.net/links.php>

**Edutopia** Online ( <http://www.edutopia.org/>)

**Eyewitness Exhibits** ([Archives.gov](http://www.archives.gov)) <http://www.archives.gov/exhibits/eyewitness/>)

**Eyewitness to History** <http://www.eyewitnesstohistory.com/>

**FBI** <http://www.fbi.gov/>

**Fold3 – The Arizona Memorial** <http://www.fold3.com/?xid=159>

**Fordham University Internet History Sourcebooks Project**

**Frederick Douglass Family Foundation** <http://www.fdfi.org>

**Free Documentary TV** <http://www.freedocumentary.tv/genre/news-politics/>

**Freedom a History of US For teachers-** <http://www.pbs.org/wnet/historyofus/teachers/>

**Games for Learning Social Studies** <http://classroom-aid.com/educational-resources/social-study/learning-games-social-studies/>

**Gilder Lehrman Institute of American History** <https://www.gilderlehrman.org>

**Go Social Studies Go** <http://www.gosocialstudiesgo.com/>

**Google Life Archive** <http://images.google.com/hosted/life>

**H<sub>2</sub>O for Life** <http://www.h2oforlifeschools.org>

**National Council for Social Studies** (<http://www.socialstudies.org/resources>) and links here.

**High School Financial Planning Program** <http://www.hsfpp.org/>

**Hindu Foundation of America** <http://www.hafsite.org/resources>

**History Animated** <http://historyanimated.com/newhistoryanimated/>

**History Departments Around the World** <http://chnm.gmu.edu/history-departments-around-the-world/departments/?do=find>

**History Matters** <http://historymatters.gmu.edu/search.php>

**History Tech** <https://historytech.wordpress.com/2012/03/02/tip-of-the-week-livebinders-and-social-studies/> (Using technologies in teaching Social Studies)

**Historypin** <https://www.historypin.org/>

*iEARN* <http://www.iearn.org> is an international (30 countries) non-profit organization that encourages and facilitates the use of Internet indexes.

**Indian Ocean in World History** <http://www.IndianOceanHistory.org>

## **Integrating ELA and Social Studies in teaching about the Revolutionary War**

Interactive Evolution of States <http://www.mapofus.org/>

(Search tip : Add “source:life” to any Google image search and search only the LIFE photo archive. For example: [computer source:life](#))

**John F. Kennedy Presidential Library** <http://www.jfklibrary.org/>

**Journey of Mankind** <http://www.bradshawfoundation.com/journey/>

**Kids.gov Social Studies Resources** <http://kids.usa.gov/teachers/social-studies/index.shtml>

lets anyone can draw and type on a map with all of the zoom options and most of the search options available on Google Maps.

**Liberty Day Institute** <http://www.libertyday.org/index.php>

**Learning Page** “The Learning Page <http://www.loc.gov/teachers>

**Lesson Plan Archive:** <http://www.nytimes.com/learning/teachers/lessons/archive.html>

**Library of Congress** <http://loc.gov/>

**Library of Congress Learning Page** <http://www.loc.gov/teachers/index.html>

- Lincoln Archives <http://www.lincolnmarchives.us/>

**MapMaker** Interactive (a tool from National Geographic)

[http://mapmaker.education.nationalgeographic.com/?ar\\_a=1&b=1&ls=000000000000](http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000)

**Mapping America** <http://projects.nytimes.com/census/2010/explorer?hp> - Census data by zip code, it offers four categories of maps that you can explore; education, housing and families, income, and race and ethnicity

**Mapping the Census Interactive map** <http://projects.nytimes.com/census/2010/explorer>

- Military Records and Photos

**National Council for the Social Studies** <http://www.socialstudies.org/>

**National Council of Social Studies** <http://www.socialstudies.org/>

**National Endowment for Financial Education** <http://www.nefe.org>

**National Endowment for the Humanities** <http://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence>

**National Geographic** <http://natgeoed.org>

**National Geographic Teachers Site** <http://education.nationalgeographic.com/education/>

**National Museum of American History** <http://americanhistory.si.edu/>

**National Park Service Geological Resources** [www.nature.nps.gov/geology](http://www.nature.nps.gov/geology)

**National Park Service** <http://www.nps.gov/kids/>

**National Portrait Gallery** <http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp>

**National Women's History Museum** <http://www.libertyday.org/index.php>

**New York State Museum** <http://www.nysm.nysed.gov/>

**New York State Social Studies Field Guide** - <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>

**Newspaper Map** <http://newspapermap.com/>

**The New York Times Learning Network** On the Web Lesson Plan Archive can be searched by keyword, searched by subject, or browsed by subject.

Home Page: <http://www.nytimes.com/learning/>

**Not Another History Teacher History and Technology- A Perfect Pair**  
<http://notanotherhistoryteacher.edublogs.org/>

**Online Interactive Resources for Social Studies (Ten pages of resources in this document)**  
[http://www.einstruction.com/files/default/files/samples/Soc-Interactive\\_Websites.pdf](http://www.einstruction.com/files/default/files/samples/Soc-Interactive_Websites.pdf)

**Pare Lorentz Center** [http://parelorentzcenter.org./](http://parelorentzcenter.org/)

**PBS- History Detectives-** <http://www.pbs.org/opb/historydetectives/educators/technique-guide/online-resources/>

**PBS TeacherSource** <http://www.pbslearningmedia.org/> Lesson plans, tv programs, professional development and videos.

**Pinterest Social Studies Resources** <https://www.pinterest.com/lauracandler/social-studies-teaching-resources/>

**Primary Source** <http://www.primarysource.org/>

**Resources for History Teachers** <http://resourcesforhistoryteachers.wikispaces.com/>

**Salem Witchcraft Accusation History** <http://www2.iath.virginia.edu/bcr/salem/salem.html>

**Scribble Maps** <http://scribblemaps.com>

**Sikh Coalition** <http://www.sikhcoalition.org/resources/about-sikhs>

**Smarthistory.org** from Khan Academy <https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/a/cave-painting-contemporary-art-and-everything-in-between>

**Smithsonian Center for Education** <http://www.si.edu/>

**Smithsonian** <http://www.si.edu/>

**Smithsonian's History Explorer** <http://historyexplorer.si.edu/home/>

**Social Studies & History Teacher** <https://multimedialearningllc.wordpress.com/>

**Sultan Qaboos Cultural Center** <http://www.sqcc.org/>

**Teach UNICEF** <http://teachunicef.org>

**Teachers First** <http://www.teachersfirst.com/matrix.htm> **Teachers Network** This site features major initiatives of the veteran non-profit organization designed for teachers, by teachers.

**Teaching Tolerance** <http://tolerance.org>

**TeachingAmericanHistory** <http://teachingamericanhistory.org/library/>

**Teachinghistory.org** is a website that collects history resources and materials and provides support for K-12 history teachers through funding from the U.S. Department of Education.

**The Center on Congress at Indiana University** <http://congress.indiana.edu/> has a good collection of interactive, role-playing activities for learning about how the United States' government functions. In "How a Member Decides to Vote" students take on the role of a Congressman or Congresswoman for a week. During the simulated week, students receive phone calls from constituents, read newspaper headlines, meet with constituents, meet with lobbyists, and attend meetings with other Congressmen and Congresswomen.

**The Economics of Seinfeld** <http://yadayadayaecon.com/> uses clips (as well as clips from other television shows or movies) to make economic concepts come alive, making them more real for students. Ultimately, students will start seeing economics eve

**The History 2.0 Classroom** <http://kulowiectech.blogspot.com/2011/11/choose-your-own-adventure-videos.html>

**The History Channel** [www.history.com](http://www.history.com) – your 'must have' site for history resources, including teaching materials, TV shows, videos, games.....

**The Learning Network** from <http://learning.blogs.nytimes.com> the New York Times is the resources for teaching based on New York Times content, with lesson ideas and quizzes on news.

**The Library of Congress** [www.loc.gov](http://www.loc.gov) The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

**The Metropolitan Museum of Art** <http://www.metmuseum.org/research/metpublications/titles-with-full-text-online?searchtype=F>

**The National Archives' Digital Classroom** – <http://www.archives.gov/education/>  
The Smithsonian is the single largest museum in the world and houses many treasures from the U.S. and abroad. This site contains lesson plans, online resources, and links to images, publications, and music for every subject area.

**The Web Quest Page** <http://webquest.org/index.php>

**The British Museum** [http://www.britishmuseum.org/explore/young\\_explorers1.aspx](http://www.britishmuseum.org/explore/young_explorers1.aspx)

**The Flow of History** – written by a High School History teacher as a series of flow charts that are easy to follow. <http://www.flowofhistory.com/>

**The Google Cultural Institute** <https://www.google.com/culturalinstitute/home>

**The Oyez Project at Chicago-Kent** is a multimedia archive devoted to the Supreme Court of the United States and its work. <http://www.oyez.org/about>

**The University of Florida Digital Collections** (UFDC <http://ufdc.ufl.edu/>) hosts more than 300 outstanding digital collections, containing over 7 million pages of unique manuscripts and letters, antique maps, rare children's literature books, theses and dissertations, newspapers, historic photographs, oral histories, and more.

**The World Digital Library** (WDL). <http://www.wdl.org/en/>

**Thinkfinity-** <http://www.thinkfinity.org/content-partners.html>

**Timelines.tv** <http://timelines.tv/>

**Times for Kids** <http://www.timeforkids.com/>

**United Nations** <http://www.un.org/en/index.html>

**United States Census Bureau** <http://www.census.gov/>

**United States Conference of Catholic Bishops** [www.usccb.org](http://www.usccb.org)

**United States Department of the Treasury** <http://www.treasury.gov/Pages/default.aspx>

**United States Government site for children** <http://kids.usa.gov/>

**United States House of Representatives** <http://www.house.gov/>

**United States Mint** <http://www.usmint.gov/>

**United States Senate** <http://www.senate.gov/>

**US Government Teachers Blog** <http://usgovteducatorsblog.blogspot.com/>

**US History** <http://www.ushistory.org/>

**US History Teachers Blog** <http://ushistoryeducatorblog.blogspot.com/>

**US History Tours** <http://www.wwnorton.com/college/history/america8/full/historytours.aspx>

**Use Game-Based Learning to Teach Civics (Edutopia)** <http://www.edutopia.org/blog/game-based-learning-civics-andrew-miller>

**Vatican Museums** [http://mv.vatican.va/3\\_EN/pages/MV\\_Home.html](http://mv.vatican.va/3_EN/pages/MV_Home.html)

**Virtual Middle School Library of Social Studies Resources**  
<http://www.sldirectory.com/teachf/socsci.html>

**Women's Rights National Historical Park** <http://www.nps.gov/wori/index.htm>

**World History for Us All** <http://worldhistoryforusall.sdsu.edu/default.php>

**World History Sources** also from George Mason University  
<http://chnm.gmu.edu/whm/searchwhm.php>

**World History Teachers Blog** <http://worldhistoryeducatorsblog.blogspot.com/>

**Specific websites for Teaching American History- a list of websites**

- [http://americanhistory.si.edu/exhibitions/small\\_exhibition.cfm?key=1267&exkey=143&pagekey=236](http://americanhistory.si.edu/exhibitions/small_exhibition.cfm?key=1267&exkey=143&pagekey=236)
- [http://docsteach.org/documents/search?mode=browse&menu=open&era\[\]=revolution-and-the-new-nation](http://docsteach.org/documents/search?mode=browse&menu=open&era[]=revolution-and-the-new-nation)
- <http://ebookbrowse.com/pn-declaration-of-independence-lesson-plan-grades-7-through-12-rtf-d137433328>
- <http://edsitement.neh.gov/lesson-plan/declare-causes->
- <http://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence#sect-activities>
- [http://en.wikipedia.org/wiki/Disease\\_in\\_colonial\\_America](http://en.wikipedia.org/wiki/Disease_in_colonial_America)
- <http://exchange.smarttech.com> (search for Declaration of Independence and grade level in ELA)

- <http://legacy.fordham.edu/halsall/index.asp>
- <http://memory.loc.gov/ammem/index.html>
- <http://memory.loc.gov/ammem/index.html> (folklore/culture)
- <http://memory.loc.gov/ammem/index.html> (Women/African-Americans and Religion)
- [http://odur.let.rug.nl/~usa/H/1994/ch3\\_p14.htm](http://odur.let.rug.nl/~usa/H/1994/ch3_p14.htm)
- <http://questgarden.com/search/>
- <http://video.pbs.org/video/2097324181>
- [http://web.clas.ufl.edu/users/ufhatch/pages/05-SecondaryTeaching/NSF-PLANS/3-2\\_SCIENTIS.htm](http://web.clas.ufl.edu/users/ufhatch/pages/05-SecondaryTeaching/NSF-PLANS/3-2_SCIENTIS.htm)
- <http://www.ala.org/aasl/standards-guidelines/best-websites/2013#snandcomm>
- <http://www.americanrevolution.org/home.html> (genealogy)
- [http://www.archives.gov/digital\\_classroom/index.html](http://www.archives.gov/digital_classroom/index.html)
- <http://www.archives.gov/nae> (click digital vaults)
- <http://www.civicsrenewalnetwork.org>
- <http://www.digitalhistory.uh.edu/timeline/timelineO.cfm>
- <http://www.educatorstechnology.com/2012/08/8-excellent-free-timeline-creation.html>
- [http://www.kidinfo.com/American\\_History/American\\_Revolution.html](http://www.kidinfo.com/American_History/American_Revolution.html) (Slavery/women/spies)
- [http://www.kidinfo.com/American\\_History/American\\_Revolution.html](http://www.kidinfo.com/American_History/American_Revolution.html) (Spy Writing)
- [http://www.kidinfo.com/American\\_History/American\\_Revolution.html](http://www.kidinfo.com/American_History/American_Revolution.html) (Photos & Videos)
- <http://www.nationalparks.org> (American Revolution)
- <http://www.nmai.si.edu/> (Native American Art)
- <http://www.nps.gov/teachers/teacher-resources.htm?q=National+Park>
- <http://www.p12.nysed.gov/ciai/chf/chf.html>
- <http://www.paulreverehouse.org/gift2/details/46-51.pdf> Paul Revere
- <http://www.pbs.org/teachers/thismonth/patriotism/index3.html>
- <http://www.pbs.org/wgbh/aia/part2/2narr4.html> (African-Americans)
- <http://www.smithsonianmag.com/>
- <http://www.teachervision.com/lesson-plans/lesson-5776.html>
- <http://www.theconstitutional.com/about/credits.html> Walking tour of Philadelphia
- <http://www.thefreedomtrail.org>
- <http://www.timerime.com>
- [http://www.uen.org/utahlink/tours/fieldtrips2.cgi?core\\_area\\_id=4](http://www.uen.org/utahlink/tours/fieldtrips2.cgi?core_area_id=4)
- <http://www.ushistory.org/ValleyForge/history/weather.html>
- <http://www.vcdh.virginia.edu/jamestown/page2.html> (Virtual Jamestown)
- <http://www2.si.umich.edu/spies> (invisible ink)
- <https://historytech.wordpress.com/2012/03/02/tip-of-the-week-livebinders-and-social-studies/>
- <https://twitter.com/PatriotCast>
- <http://patriotcast.wordpress.com/>
- <https://www.engageny.org/resource/role-research-common-core-instruction>
- <https://www.gilderlehrman.org> (multimedia)