



NEW YORK
Learning Standards for Social Studies
Intermediate
The World and Its People
Western Hemisphere, Europe, and Russia © 2005

STANDARDS	PAGE REFERENCES
Standard 2—World History	
1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	
Students:	
<ul style="list-style-type: none"> know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations 	SE: 149-151, 220-223, 234-237 <i>Exploring Culture</i> 374 TWE: DI 103, 296, 301 RS 300
<ul style="list-style-type: none"> know some important historic events and developments of past civilizations 	SE: 145-148, 165-166, 197-200, 294-297, 299-302, 303-307 <i>Geography & History</i> 228 <i>Making Connections</i> 201, 344 <i>Reading Strategy</i> 338
<ul style="list-style-type: none"> interpret and analyze documents and artifacts related to significant developments and events in world history. 	SE: 311 #26, 525 <i>Making Connections</i> 201 <i>Primary Source</i> 380 TWE: CEJ 142 DI 82 PS 99
2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	
Students:	
<ul style="list-style-type: none"> develop timelines by placing important events and developments in world history in their correct chronological order 	SE: 173 #26, 297 #6, 531 TWE: C 200 CLA 200, 414 RS 146, 166, 363 T 295, 369
<ul style="list-style-type: none"> measure time periods by years, decades, centuries, and millennia 	SE: 297 #6, 298, 531 TWE: RS 166 T 146, 295

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<ul style="list-style-type: none"> study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes. 	SE: 138-142, 145-148, 294-297, 299-302, 303-307, 328-332, 442-446 <i>Geography & History</i> 228, 420 <i>Making Connections</i> 218
3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	
Students:	
<ul style="list-style-type: none"> investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history 	SE: 297 <i>Making Connections</i> 170, 308, 435 <i>On Location</i> 147 TWE: CA 143 CB 13 CLA 143, 149 RS 335
<ul style="list-style-type: none"> interpret and analyze documents and artifacts related to significant developments and events in world history 	SE: 311 #26, 525 <i>Making Connections</i> 201 <i>Primary Source</i> 380 TWE: CEJ 142 DI 82 PS 99
<ul style="list-style-type: none"> classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. 	SE: 80-85 TWE: CLA 84 CTA 25, 83 DI 82 RS 127, 153, 207
4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	
Students:	
<ul style="list-style-type: none"> explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from <i>National Standards for World History</i>) 	SE: 311 #26, 448, 525 <i>Primary Source</i> 99, 167, 380 TWE: CEJ 142
<ul style="list-style-type: none"> analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians 	Students may use and compare historians' descriptions while completing activities and using information found on the following pages: SE: 311 #26 TWE: C 317 PS 99 RS 203, 449
<ul style="list-style-type: none"> view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents 	SE: <i>Exploring Culture</i> 203 <i>Literature</i> 306 <i>Making Connections</i> 246, 308, 435 <i>Primary Source</i> 99, 167, 380, 432 TWE: CEJ 142 CLA 149

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<ul style="list-style-type: none"> investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. 	SE: 277 #21 TWE: CTA 140 RAA 183 RS 275 T 88 TTA 215
Standard 3—Geography	
1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from <i>The National Geography Standards, 1994: Geography for Life</i>)	
Students:	
<ul style="list-style-type: none"> map information about people, places, and environments 	SE: 144, 227 #23 TWE: CLA 8, 134 DI 214 GHA 421 T 28, 33
<ul style="list-style-type: none"> understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from <i>National Geography Standards, 1994</i>) 	SE: 24-26 <i>Geography Handbook</i> 4-10, 14-15 <i>Making Connections</i> 28 <i>Social Studies Skills</i> 196, 224, 334 TWE: DI 5 E 27 MAP 25 T 9
<ul style="list-style-type: none"> investigate why people and places are located where they are located and what patterns can be perceived in these locations 	SE: 23-24, 41, 61-68, 84-85, 126-130, 212-215 TWE: CTA 129 DI 24 TTA 64
<ul style="list-style-type: none"> describe the relationships between people and environments and the connections between people and places. 	SE: 58-59, 69-72, 84-85, 111 #25 TWE: CLA 65 RS 73 TTA 215 WIM 47
2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from <i>The National Geography Standards, 1994: Geography for Life</i>)	
Students:	
<ul style="list-style-type: none"> formulate geographic questions and define geographic issues and problems 	TWE: CTA 194 IA 263 RAA 183 RS 142, 449

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<ul style="list-style-type: none"> use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from <i>National Geography Standards, 1994</i>) 	SE: 209 #23 <i>Technology Skill 258</i> TWE: CEJ 142 F 102 I 116 PS 99, 380 RS 203, 449
<ul style="list-style-type: none"> present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models 	SE: 143 #7, 209 #23 <i>Technology Skill 164</i> TWE: C 42 CEJ 24 CTA 25 DI 167 T 146, 529
<ul style="list-style-type: none"> interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. 	SE: <i>Building Skills for Reading Tables 333 #1</i> TWE: CTA 25 RAA 183 RS 105, 153, 203, 449
Standard 4—Economics	
1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	
Students:	
<ul style="list-style-type: none"> explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 	SE: 92-96, 102-106 TWE: CA 107 CTA 194, 262 TT 78D TTA 95
<ul style="list-style-type: none"> define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems 	SE: 92-96, 263 <i>Believe It or Not! 93</i> TWE: CTA 262 DI 94 TT 78D TTA 322
<ul style="list-style-type: none"> understand how scarcity requires people and nations to make choices which involve costs and future considerations 	SE: 92-96 TWE: CA 236 CB 236 CTA 194 TT 78D TTA 95, 205
<ul style="list-style-type: none"> understand how people in the United States and throughout the world are both producers and consumers of goods and services 	SE: 92-96, 209 #23 TWE: CTA 194, 262 DI 94
<ul style="list-style-type: none"> investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems 	SE: 92-96, 102-106 TWE: CA 107 CB 236 CTA 194, 263 DI 94 TTA 322

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<ul style="list-style-type: none"> describe how traditional, command, market, and mixed economies answer the three fundamental economic questions 	SE: 92-96 <i>Analyzing the Chart</i> 94 <i>Exploring Economics</i> 321 TWE: CTA 262 DI 94 TTA 322
<ul style="list-style-type: none"> explain how nations throughout the world have joined with one another to promote economic development and growth. 	SE: 92-96, 102-106, 209 #23, 328-332 TWE: CA 333 CTA 194 MC 327 TTA 104, 205
2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	
Students:	
<ul style="list-style-type: none"> identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources 	SE: 107 #6, 111 #25, 209 #23 TWE: TTA 95 YGY 106
<ul style="list-style-type: none"> organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data 	SE: 107 #7 TWE: CEJ 93, 332 RS 93 TTA 95
<ul style="list-style-type: none"> evaluate economic data by differentiating fact from opinion and identifying frames of reference 	SE: <i>Reading Skills Handbook</i> 6 TWE: CA 107 CTA 12, 262 TTA 95, 205
<ul style="list-style-type: none"> develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions 	TWE: CA 107 CTA 262 RS 93 TT 78D TTA 95, 205, 322
<ul style="list-style-type: none"> present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions. 	SE: 111 #25, 209 #23 TWE: CEJ 93, 332 RS 93 TT 338D

Codes Used for TWE Pages

C	Close
CA	Culminating Activity
CB	Content Background
CEJ	Current Events Journal
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
F	Focus
GHA	Geography and History Activity
I	Interviewing
IA	Interdisciplinary Activity
MAP	More About the Photo
MC	Making Connections
PS	Primary Source
RAA	Regional Atlas Activity
RS	Reading Strategy
T	Teach
TT	Teacher to Teacher
TTA	Team-Teaching Activity
WIM	Why It Matters
YGY	Your Government and You