



**NEW YORK**  
**Learning Standards for Social Studies**  
**Intermediate Level Standards 1 and 5 and**  
**Grades 7-8 Social Studies: United States and New York State History**  
*The American Journey* © 2003

Learning Standards for Social Studies Intermediate Level

LEARNING STANDARDS	PAGE REFERENCES
<b>Standard 1—History of the United States and New York</b>	
1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	
<ul style="list-style-type: none"> <li>• explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans</li> </ul>	SE: 151, 204, 207-209, 260, 418-421, 425-428, 439, 474-475, 616-618, 838-842
<ul style="list-style-type: none"> <li>• interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.</li> </ul>	SE: 151, 207-213, 217-230 TWE: CTA 203 CLA 156, 218 ICA 220 BMA 242
2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	
<ul style="list-style-type: none"> <li>• describe the reasons for periodizing history in different ways</li> </ul>	SE: T4-T7
<ul style="list-style-type: none"> <li>• investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> </ul>	SE: 486-487, 711-712, 929-930, 945-947 <i>Why It Matters</i> 474-475, 562-563, 772-773
<ul style="list-style-type: none"> <li>• understand the relationship between the relative importance of United States domestic and foreign policies over time</li> </ul>	SE: 282-285, 356-360, 362-368, 369-374, 638-641, 658-661, 796-797, 806-809, 911-914 TWE: CTA 373
<ul style="list-style-type: none"> <li>• analyze the role played by the United States in international politics, past and present.</li> </ul>	SE: 264-266, 288-294, 638-641, 647-648, 658-661, 788-793, 866-870, 896-900, 924-925 TWE: WWWW 291

LEARNING STANDARDS	PAGE REFERENCES
<b>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</b>	
3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	
<ul style="list-style-type: none"> <li>complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations</li> </ul>	SE: 341-345, 403-406, 582-587 <i>Study &amp; Writing Skillbuilder</i> 340, 484 <i>Technology Skillbuilder</i> 429 <i>Geography &amp; History</i> 588-589 <i>Social Studies Skillbuilder</i> 747 TWE: ICA 344 MSN 584
<ul style="list-style-type: none"> <li>gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</li> </ul>	SE: 418-421, 425-428, 848-853, 856-860 <i>Study &amp; Writing Skillbuilder</i> 340, 484 <i>People In History</i> 109, 632, 841 <i>Geography &amp; History</i> 854-855
<ul style="list-style-type: none"> <li>describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents</li> </ul>	SE: 151, 207-213, 217-230 TWE: CTA 203 CLA 156, 218 ICA 220 BMA 242
<ul style="list-style-type: none"> <li>classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.</li> </ul>	SE: 282-285, 377-378, 412-415, 504-508, 561-566, 567-571, 597-602, 724-728, 806-809, 838-842
4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weight the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	
<ul style="list-style-type: none"> <li>consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</li> </ul>	SE: <i>Critical Thinking Skillbuilder</i> 146, 440, 827 <i>Study &amp; Writing Skillbuilder</i> 340 <i>Social Studies Skillbuilder</i> 747
<ul style="list-style-type: none"> <li>understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</li> </ul>	SE: 838-842, 848-853, 856-860 <i>Two View Points</i> 163, 420, 450, 586 TWE: MSN 840, 858 CTA 852
<ul style="list-style-type: none"> <li>compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> </ul>	SE: 341-345, 572-575, 848-853 <i>Two View Points</i> 163, 420, 450, 586, 880 <i>Critical Thinking Skillbuilder</i> 206 TWE: CLA 250
<ul style="list-style-type: none"> <li>describe historic events through the eyes and experiences of those who were there. (Taken from <i>National Standards for History for Grades K-4</i>)</li> </ul>	SE: <i>Two View Points</i> 163, 420, 450, 586, 880 <i>Study &amp; Writing Skillbuilder</i> 340 TWE: MSN 840, 858 CTA 852

LEARNING STANDARDS	PAGE REFERENCES
<b>Standard 5—Civics, Citizenship, and Government</b>	
1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from <i>The National Standards for Civics and Government</i> , 1994)	
<ul style="list-style-type: none"> <li>analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs</li> </ul>	SE: 150-151, 192-193, 208, 212, 217-218, 220-221, 228-230, 260 TWE: AI 155 CLA 156
<ul style="list-style-type: none"> <li>consider the nature and evolution of constitutional democracies</li> </ul>	SE: 192-195, 208 <i>Civics in Action</i> 216-230 TWE: CTA 196, 203 CLA 208 WWW 208 ICA 210 BMA 238
<ul style="list-style-type: none"> <li>explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens</li> </ul>	SE: 653-654, 819-820, 924-925 <i>Fact, Fiction, Folklore</i> 654
<ul style="list-style-type: none"> <li>analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.</li> </ul>	SE: 207-213, 281, 473-476, 839-840 <i>Civics in Action</i> 216-230 <i>Why It Matters</i> 474-475 TWE: BMA 244 EC 244
2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from <i>The National Standards for Civics and Government</i> , 1994)	
<ul style="list-style-type: none"> <li>understand how civic values reflected in the United States and New York State Constitutions have been implemented through laws and practices</li> </ul>	SE: 212, 217-220, 228-230, 473-476, 504-508 TWE: CC 220, 230, 247 CLA 242 EC 246 WWW 253
<ul style="list-style-type: none"> <li>understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution</li> </ul>	SE: 193, 207-208 TWE: CLA 208
<ul style="list-style-type: none"> <li>compare and contrast the development and evolution of the constitutions of the United States and New York State</li> </ul>	SE: 193, 202-205, 207-213 TWE: CLA 208
<ul style="list-style-type: none"> <li>define federalism and describe the powers granted the national and state governments by the United States Constitution</li> </ul>	SE: 208-211, 218-220, 223-227 <i>Chart Skills</i> 218 TWE: CLA 218 CC 220 ICA 220 BMA 223, 242

LEARNING STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality</li> </ul>	SE: 202-205, 207-213, 217-220, 228-230, 473-476, 504-508 TWE: EC 244, 246
<ul style="list-style-type: none"> <li>understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.</li> </ul>	SE: 202-205, 211-212 TWE: CLA 218 WWW 221 DYK 248
<p><b>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</b></p>	
<p>3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p>	
<ul style="list-style-type: none"> <li>explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time</li> </ul>	SE: 228-230 TWE: SLP 255, 331, 525 CLA 229 BMA 244 EC 244 CC 247
<ul style="list-style-type: none"> <li>understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities</li> </ul>	SE: <i>Civics in Action</i> 216-230 TWE: CTA 221 DYK 223 BMA 228 CLA 229 EC 244, 247 WWW 253
<ul style="list-style-type: none"> <li>discuss the role of an informed citizen in today's changing world</li> </ul>	SE: 228-230 <i>Social Studies Skillbuilder</i> 747 TWE: WWW 221 DYK 223 BMA 228 CLA 229
<ul style="list-style-type: none"> <li>explain how Americans are citizens of their states and of the United States.</li> </ul>	SE: 193, 247 TWE: CC 247
<p>4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	
<ul style="list-style-type: none"> <li>respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint</li> </ul>	SE: 230 TWE: BMA 217 CLA 224
<ul style="list-style-type: none"> <li>explain the role that civility plays in promoting effective citizenship in preserving democracy</li> </ul>	SE: 230 TWE: BMA 217 CLA 224 MSN 225
<ul style="list-style-type: none"> <li>participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.</li> </ul>	SE: 230 TWE: CLA 224 MSN 225

## Grades 7-8 Social Studies: United States and New York State History

LEARNING STANDARDS	PAGE REFERENCES
<b>UNIT 1 The Global Heritage of the American People Prior to 1500</b>	
<b>I HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE</b>	
1. To understand the social scientific method and techniques used by social scientists to study human cultures	This objective can be met during teacher/class discussions. <a href="http://www.taj.glencoe.com">www.taj.glencoe.com</a> <a href="http://www.nysed.gov">www.nysed.gov</a> Social Studies Resource Guide
2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems	This objective can be met during teacher/class discussions. <a href="http://www.taj.glencoe.com">www.taj.glencoe.com</a> <a href="http://www.nysed.gov">www.nysed.gov</a> Social Studies Resource Guide
3. To formulate social science questions and define social science issues and problems	TWE: MSN 584 ICA 732 CTA 774, 852 (References not specific to “American People Prior to 1500”)
<b>II GEOGRAPHIC FACTORS INFLUENCE CULTURE</b>	
1. To describe the relationships between people and environments and the connections between people and places	SE: 16-19, 22-26, 28-33 <i>Time Notebook</i> 20-21 <i>Why It Matters</i> 24-25 TWE: EC 20 CLA 21
2. To describe the reasons for periodizing history in different ways	SE: 6-7
3. To map information about people, places, and environments	SE: <i>Prehistoric Migrations Through the Americas</i> 18 <i>Native American Cultures Before 1500</i> 30 TWE: CLA 21
4. To identify and compare the physical, human, and cultural characteristics of different regions and people	SE: 16-19, 22-26, 28-33 <i>Time Notebook</i> 20-21 <i>Why It Matters</i> 24-25 TWE: EC 20 CLA 21, 29
5. To understand the geography of settlement patterns and the development of cultural patterns	SE: 16-19, 22-26, 28-33 <i>Time Notebook</i> 20-21 <i>Why It Matters</i> 24-25 <i>Native American Cultures Before 1500</i> 30 TWE: CLA 17, 21 EC 20
<b>III IROQUOIAN AND ALGONQUIAN CIVILIZATIONS ON THE ATLANTIC COAST OF NORTH AMERICA</b>	
1. To know the social and economic characteristics such as customs, traditions, child rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations	SE: 28-33, 117-118 TWE: CLA 29, 117 MSN 30 DYK 31, 32 ICA 31 YDS 31

<b>LEARNING STANDARDS</b>	<b>PAGE REFERENCES</b>
2. To map information about people, places, and environments	SE: 28-33 <i>Native American Cultures Before 1500</i> 30 TWE: CTA 32 CLA 117
3. To understand the worldview held by native peoples of the Americas and how it developed	SE: 28-33
4. To understand the ways different people view the same event or issues from a variety of perspectives.	SE: 80 <i>Two View Points</i> 47
<b>IV EUROPEAN CONCEPTIONS OF THE WORLD IN 1500</b>	
1. To understand the worldview held by Europeans prior to 1500	SE: 38-41, 43-49 TWE: CLA 39 ICA 41
2. To understand the ways different people view the same event or issues from a variety of perspectives	SE: <i>Two View Points</i> 47
<b>UNIT 2 European Exploration and Colonization of the Americas</b>	
<b>I EUROPEAN EXPLORATION AND SETTLEMENT</b>	
1. To understand major turning points such as the European exploration of and settlement in the Americas by investigating the causes and other factors that brought about change and the results of these changes	SE: 43-49, 51-55, 58-62 <i>More About</i> 60 TWE: CLA 44 MSN 53 ICA 54 CC 60
2. To understand the impacts of European settlement on Native American Indians and Europeans	SE: 51-53, 54-55 <i>Two View Points</i> 47 TWE: CLA 52 ICA 54, 61 EC 56
3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations	SE: 58-62 <i>French Explorers</i> 61 TWE: CTA 318
4. To understand the ways different people view the same event or issues from a variety of perspectives	SE: <i>Two View Points</i> 47 <i>America's Literature</i> 50 <i>People In History</i> 54 TWE: EC 56
<b>II COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL AND ECONOMIC FACTORS</b>	
1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period	SE: 71, 72, 76-80, 83-85, 87-93 <i>Geography &amp; History</i> 74-75 <i>People In History</i> 79 TWE: EC 74, 91, 92
2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations	SE: 76-78, 82-85, 86-93 TWE: CLA 77, 83, 87
3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources	SE: 71-73, 77-78, 86-88, 90 TWE: CTA 90

LEARNING STANDARDS	PAGE REFERENCES
4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs	SE: 73, 77, 79, 83-84, 85, 88, 89
<b>III LIFE IN COLONIAL COMMUNITIES</b>	
1. To understand how European and other settlers adapted to life in the American colonies	SE: 100-106, 108-113 <i>Time Notebook</i> 114-115 TWE: CLA 101, 109 ICA 103 WWW 103
2. To classify major developments into categories such as social, political, geographic, technological, scientific, cultural, or religious	SE: 100-106, 108-113, 125 TWE: CTA 112
3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies	SE: <i>America's Literature</i> 107 <i>People In History</i> 109 <i>Why It Matters</i> 110-111 TWE: MSN 102 WWW 103 EC 114 CLA 117
4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer generated models	TWE: CLA 117 MSN 118
5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems	SE: 100-106 <i>Triangular Trade Routes</i> 103 TWE: ICA 103
6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs	SE: 108-113, 119 <i>Why It Matters</i> 110-111 TWE: CTA 112
<b>UNIT 3 A Nation Is Created</b>	
<b>I BACKGROUND CAUSES OF THE AMERICAN REVOLUTION</b>	
1. To understand the economic, political, and social causes of the American Revolution	SE: 132-135, 136-139, 141-142, 147-151 <i>Graphic Organizer Skills</i> 142 TWE: CLA 133, 142 MSN 138, 143 ICA 144
2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	SE: <i>Fact, Fiction, Folklore</i> 137 TWE: CLA 137, 142
3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems	SE: 101-102, 104-105

LEARNING STANDARDS	PAGE REFERENCES
4. To consider the nature and evolution of a constitutional democracy	SE: 141-142, 147-151 TWE: MSN 143 ICA 144 CLA 148 CC 149
<b>II THE SHIFT FROM PROTEST TO SEPARATION</b>	
1. To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence	SE: 132-135, 136-139, 141-142, 147-151 <i>Graphic Organizer Skills</i> 142 TWE: CLA 133, 142 MSN 138, 143 ICA 144
2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	SE: <i>Fact, Fiction, Folklore</i> 137 TWE: CLA 137, 142
3. To consider the nature and evolution of constitutional democracies	SE: 141-142, 147-151 TWE: MSN 143 ICA 144 CLA 148 CC 149
<b>III EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES</b>	
1. To understand how the colonists attempted to establish new forms of self-government	SE: 192-198, 199-205, 207-213 <i>More About</i> 196 TWE: CLA 193, 208 CTA 196, 203 MSN 201
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant	SE: 192-195, 200, 202-205, 211-213 TWE: CLA 200 MSN 201 CTA 211
3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	SE: 197-198, 199-201 TWE: CTA 196 CLA 200
4. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents	SE: 200-201, 202-205, 207-213 <i>People In History</i> 203 TWE: CTA 203 EC 244
<b>IV MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION</b>	
1. To understand how the colonists were able to unite against British power to win a major military and political victory	SE: 162-168, 172-176, 177-182, 183-187 TWE: DYK 164 MSN 174, 179 CTA 181

LEARNING STANDARDS	PAGE REFERENCES
2. To understand how events on the national level influenced and affected New Yorkers	SE: 166-167 TWE: EC 167 DYK 185
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups	SE: <i>People In History</i> 166, 186 <i>What If</i> 178 TWE: CLA 173 ICA 180
4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources	SE: 164-165, 173-175 <i>Graphic Organizer</i> 174
<b>V ECONOMIC, POLITICAL AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION</b>	
1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation	SE: 162-168, 172-176, 185-187, 192-198, 199-201 TWE: CLA 193
2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs	SE: 193-195 TWE: CLA 173 ICA 186
3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions	SE: <i>Technology Skillbuilder</i> 655, 883, 927 TWE: CLA 178 CTA 181 MSN 185, 201
4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives	SE: 197-198, 199-201 TWE: CTA 196 CLA 200
5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources	SE: 197 <i>More About</i> 196 TWE: CLA 193 ICA 195
<b>UNIT 4 Experiments in Government</b>	
<b>I THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD</b>	
1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation	SE: 192-198, 199-203 TWE: CLA 193 CTA 196
2. To consider the nature and evolution of constitutional democracies	SE: 192-195, 208 <i>Civics in Action</i> 216-230 TWE: CTA 196, 203 CLA 208 WWW 208 ICA 210 BMA 238
<b>II THE NEW YORK STATE CONSTITUTION OF 1777</b>	
1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution	SE: 193 <i>More About</i> 196

LEARNING STANDARDS	PAGE REFERENCES
2. To compare and contrast the development and evolution of the Constitutions of the United States and New York State	SE: 193, 202-205, 207-213 TWE: CLA 208
3. To understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority	SE: 202-205, 211-212 TWE: CLA 218 WWW 221 DYK 248
<b>III THE WRITING, STRUCTURE AND ADOPTION OF THE UNITED STATES CONSTITUTION</b>	
1. To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place	SE: 202-205, 207-213 TWE: ICA 210 CTA 211 DYK 217 CLA 218 BMA 244
2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time	SE: 228-230 TWE: SLP 255, 331, 525 CLA 229 BMA 244 EC 244 CC 247 WWW 253
3. To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution	SE: 193, 207-208 TWE: CLA 208
4. Compare and contrast the development and evolution of the constitutions of the United States and New York State	SE: 193, 202-205, 207-213 TWE: CLA 208
5. To define federalism and describe the powers granted to the national and state governments by the United States Constitution	SE: 208-211, 218-220, 223-227 <i>Chart Skills</i> 218 TWE: CLA 218 CC 220 ICA 220 BMA 223, 242
<b>UNIT 5 Life in the New Nation</b>	
<b>I NEW GOVERNMENT IN OPERATION</b>	
1. To understand how the new nation established itself and began to operate	SE: 258-262, 263-266, 267-272 TWE: MSN 265 CLA 268 ICA 270
2. To understand how political parties emerged as a response to concerns at the local, state and national levels	SE: 267-272 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 TWE: CLA 268 MSN 269 ICA 270

LEARNING STANDARDS	PAGE REFERENCES
3. To understand how civic values reflected in the United States and New York State Constitutions have been implemented through law and practice	SE: 260, 268-269, 324-325 TWE: CTA 325
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time	SE: 271-272, 282-283, 290-291, 293-294, 324 TWE: YDS 290
5. To analyze the role played by the United States in international politics, past and present	SE: 264-266, 270-272, 282-283, 288-291, 296-300, 325-327 TWE: CLA 289 WWW 291 EC 326
6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	SE: 260-262, 283, 308, 310-311 TWE: MSN 280
7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems	SE: 260-262, 283, 308, 310-311 TWE: MSN 280
8. To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States	SE: <i>People In History</i> 260, 299 <i>Time Notebook</i> 312-313 TWE: CLA 279, 322 YDS 292 EC 293, 312 ICA 324
<b>II THE AGE OF JACKSON</b>	
1. To understand how an American consciousness began to develop during Jackson's administration	SE: 334-339, 362-368 TWE: ICA 337
2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations	SE: 341-345 <i>People In History</i> 344 <i>Geography &amp; History</i> 346-347 TWE: CLA 342 MSN 343 ICA 344 EC 346
3. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents	SE: 336-337 TWE: ICA 337
4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States	SE: 341-345 <i>People In History</i> 344

LEARNING STANDARDS	PAGE REFERENCES
5. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions	SE: 338-339, 350-351 TWE: CC 343
<b>III PREINDUSTRIAL AGE: 1790-1860s</b>	
1. To understand the way of life of an agrarian society	SE: 310, 390, 397-400, 401-407 TWE: CLA 398, 402 EC 406
2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy	SE: 386-390, 391-395, 412-415 TWE: ICA 394 CLA 398 EC 406
3. To describe historic events through the eyes and experiences of those who were there	SE: <i>More About</i> 404 TWE: MSN 388, 399, 403 CLA 392, 402 ICA 404 DYK 405
4. To explore the meaning of American culture by identifying the key ideas, beliefs and patterns of behavior, and traditions that help define it and unite all Americans	SE: 412-415 TWE: CLA 413 MSN 414
5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems	SE: 386-390, 391-392, 394-395, 398-399, 403
6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations	SE: 391-392, 393-394, 399-400, 403 TWE: WWWWW 393
7. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions	SE: 386-390, 403 <i>Critical Thinking Skillbuilder</i> 708, 795, 861 TWE: MSN 393
8. To describe the relationships between people and environments and the connections between people and places	SE: 391-395, 401-407 TWE: WWWWW 393 ICA 394 CLA 402
9. To 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	SE: <i>Study &amp; Writing Skillbuilder</i> 340, 484 <i>Technology Skillbuilder</i> 429, 883 <i>Social Studies Skillbuilder</i> 533, 747 TWE: MSN 584 ICA 732 CTA 774, 852 (References not specific to "1790-1860s")
<b>UNIT 6 Division and Reunion</b>	
<b>I UNDERLYING CAUSES OF THE CIVIL WAR</b>	
1. To understand the series of events and resulting conditions which led to the American Civil War	SE: 436-439, 441-444, 445-448, 449-453 <i>Two View Points</i> 450 <i>Seceding States</i> 452 TWE: CLA 437, 442, 450 MSN 447

LEARNING STANDARDS	PAGE REFERENCES
2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives	SE: 441-442, 444, 445-448 <i>People In History</i> 442 <i>Two View Points</i> 450 TWE: CLA 437 MSN 438, 447 WWW 451
3. To participate in a negotiating and compromise role-playing activity that mirrors the attempts at political compromise in the 1850s	TWE: CLA 442, 446
<b>II THE CIVIL WAR BREAKS OUT</b>	
1. To understand the development and progress of the Civil War	SE: 460-464, 466-472, 473-477, 478-483, 485-491 <i>The Civil War: Battles and Strategies</i> 488-489 TWE: ICA 463 MSN 468 CLA 479 EC 490
2. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant	SE: 471-472, 473-476, 486-487, 490 <i>Turning Points</i> 487 <i>Geography &amp; History</i> 492-493 TWE: DYK 488 EC 490
3. To map information about people, places, and environments	SE: <i>The Early Years</i> 470 <i>Turning Points</i> 487 <i>The Civil War: Battles and Strategies</i> 488-489 <i>Geography &amp; History</i> 492-493 TWE: DYK 488 EC 490
4. To describe the relationships between people and environments and the connections between people and places	SE: 462-464 <i>The Civil War: Battles and Strategies</i> 488-489 <i>Geography &amp; History</i> 492-493 TWE: CTA 482 DYK 488 EC 490
5. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources	SE: 482-483 <i>Graph Skills</i> 462 TWE: CLA 461 ICA 463, 476 CTA 470
<b>III RESULTS OF THE CIVIL WAR</b>	
1. To understand how the Civil War affected the development of the postwar United States and influenced other countries	SE: 500-503, 504-508, 509-512, 513-520 TWE: MSN 506 CLA 510, 514 ICA 516 EC 518, 519

LEARNING STANDARDS	PAGE REFERENCES
2. To describe how ordinary people and famous historic figures in the local community, State, and United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents	SE: 501-502, 503, 509 <i>People In History</i> 511 <i>What If...</i> 516 TWE: CTA 489 WWW 516
3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability	SE: T28-T29, 956-957 <i>Study &amp; Writing Skillbuilder</i> 340
4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality	SE: 501-502, 503, 505-506, 508 TWE: MSN 506 ICA 507
5. To analyze the role played by the United States in international politics, past and present	SE: 288-291, 638-641, 931-932 TWE: MSN 640
<b>UNIT 7 An Industrial Society</b>	
<b>I THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19<sup>TH</sup> CENTURY</b>	
1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services	SE: 530-532, 556-559, 561-566, 567-571, 572-575 <i>More About</i> 565 TWE: ICA 564
2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	SE: 568, 575
3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth	SE: 568, 569-571, 575
4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations	SE: 575
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services	SE: 557, 565-566, 568, 569-571
<b>II CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE</b>	
1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform	SE: 582-587, 590-595, 597-602 <i>Two View Points</i> 586 <i>Geography &amp; History</i> 588-589 TWE: CTA 586, 594 MSN 592 ICA 593
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant	SE: 582-587, 590-595, 597-602 <i>Geography &amp; History</i> 588-589 TWE: WWW 591 CTA 594

LEARNING STANDARDS	PAGE REFERENCES
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations	SE: <i>Two View Points</i> 586 <i>Geography &amp; History</i> 588-589 TWE: CLA 583, 591 MSN 584 ICA 585, 593, 600
4. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability	SE: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study &amp; Writing Skillbuilder</i> 340 <i>Two View Points</i> 586 <i>Social Studies Skillbuilder</i> 747 TWE: CTA 586
5. To describe historic events through the eyes and experiences of those who were there	SE: <i>Two View Points</i> 586 <i>People In History</i> 592 <i>America's Literature</i> 603 TWE: MSN 584 ICA 585, 593
6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations	SE: 582-586, 590-591 <i>Geography &amp; History</i> 588-589 TWE: MSN 584 CC 585 EC 588
<b>III THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY</b>	
1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions	SE: 610-614, 615-619, 620-624, 628-633 TWE: CLA 611, 616, 621, 629 ICA 618 MSN 622
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant	SE: 610-614, 615-619, 620-624, 628-633 TWE: CLA 611, 616 ICA 613 CTA 632
3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States	SE: 610-614, 615-619, 620-624, 628-633 <i>People In History</i> 632 TWE: APC 611 ICA 613, 631 MSN 617, 630
4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious	This objective can be met during teacher/class discussions. <a href="http://www.taj.glencoe.com">www.taj.glencoe.com</a> <a href="http://www.nysed.gov">www.nysed.gov</a> Social Studies Resource Guide
5. To describe historic events through the eyes and experiences of those who were there	SE: <i>Study &amp; Writing Skillbuilder</i> 340 <i>Social Studies Skillbuilder</i> 625 <i>People In History</i> 632 TWE: ICA 613 MSN 617, 630 CLA 629

LEARNING STANDARDS	PAGE REFERENCES
<b>UNIT 8 The United States as an Independent Nation in an Increasingly Interdependent World</b>	
<b>I THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE</b>	
1. To understand how and why the United States grew during the 19 <sup>th</sup> century	SE: 341-345, 356-360, 362-368, 369-374, 375-378, 386-390, 436-439, 530-532, 537-539 <i>Geography &amp; History</i> 346-347
2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad	SE: 362-368, 369-374, 375-378, 386-390, 436-439, 530-532, 537-539, 638-641, 644-648
3. To describe the reasons for periodizing history in different ways	SE: T4-T7, 6-7
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time	SE: 640-641, 648, 650, 652-654, 658-660 TWE: CLA 657
5. To analyze the role played by the United States in international politics, past and present	SE: 638-641, 644-648, 649-654, 656-661, 671-676, 677-681, 688-691 TWE: CLA 639 MSN 640 CTA 653
6. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	SE: 628-633, 644-646, 649-650 TWE: CLA 621, 629, 645, 650 MSN 651
<b>II THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS</b>	
1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I	SE: 638-641, 644-648, 649-654, 656-661, 671-676, 677-681, 688-691 TWE: CLA 639 MSN 640 CTA 653
2. To describe the reasons for periodizing history in different ways	SE: T4-T7, 6-7
3. To understand the relationship between the relative importance of United States domestic and foreign policies over time	SE: 640-641, 648, 650, 652-654, 658-660 TWE: CLA 657
4. To analyze the role played by the United States in international politics, past and present	SE: 638-641, 644-648, 649-654, 656-661, 671-676, 677-681, 688-691 TWE: CLA 639 MSN 640 CTA 653
5. To describe the relationships between people and environments and the connections between people and places	SE: 645, 649-650, 656-658, 660-661 TWE: ICA 647
<b>UNIT 9 The United States Between the Wars</b>	
<b>I THE "ROARING TWENTIES" REFLECTED THE SPIRIT OF THE POSTWAR PERIOD</b>	
1. To understand the economic, social, and political development of America in the period between World War I and World War II	SE: 700-703, 704-707, 709-712, 713-719, 724-728, 729-734, 735-739, 742-746 TWE: ICA 716 CLA 725

LEARNING STANDARDS	PAGE REFERENCES
2. To understand the relationship between the relative importance of United States domestic and foreign policies over time	SE: 700-702, 707, 717-718, 727-728, 731-734, 738 TWE: CTA 717
3. To analyze the role played by the United States in international politics, past and present	SE: 707, 717-718, 726, 738 TWE: CTA 717
4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious	SE: 700-703, 704-707, 709-712, 713-719, 724-728, 729-734, 735-739, 742-746
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services	SE: 709-712, 714-715, 726 TWE: MSN 711
<b>II THE GREAT DEPRESSION</b>	
1. To understand the economic, political, and social impacts of the Great Depression on the United States	SE: 724-728, 729-734, 735-739, 742-746 TWE: CLA 725, 730, 736 ICA 732
2. To understand the economic, political, and social changes which took place in the world during the 1930s	SE: 726, 753-754
3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources	SE: 727-728, 733-734, 735-738, 744 TWE: CLA 730 CTA 733 WWW 743 ICA 745
4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations	SE: 727-728, 731-734, 742-746
5. To evaluate economic data by differentiating fact from opinion and identifying frames of reference	SE: <i>Critical Thinking Skillbuilder</i> 146, 827 <i>Social Studies Skillbuilder</i> 81
6. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions	SE: <i>Critical Thinking Skillbuilder</i> 521, 708, 795, 861, 909 TWE: CLA 730 ICA 745
<b>UNIT 10 The United States Assumes Worldwide Responsibilities</b>	
<b>I WORLD WAR II</b>	
1. To understand why World War II began and how it changed the lives of millions of people	SE: 752-755, 758-763, 764-768, 775-776, 780 TWE: CTA 762 MSN 766 ICA 767 EC 775
2. To be aware of the much different world left as a legacy of World War II	SE: 775-776, 779-780, 788-790 <i>Linking Past &amp; Present</i> 760 TWE: ICA 773
3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant	SE: 762-763, 773-775, 779-780 <i>Why It Matters</i> 772-773 TWE: CTA 762 WWW 774

LEARNING STANDARDS	PAGE REFERENCES
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time	SE: 764-768 TWE: MSN 766, 779 ICA 767
5. To analyze the role played by the United States in international politics, past and present	SE: 755, 760-763, 770-775, 777-780 <i>Two View Points</i> 754 TWE: CLA 753 CTA 762 EC 775 MSN 779
6. To describe historic events through the eyes and experiences of those who were there	SE: <i>Study &amp; Writing Skillbuilder</i> 340 <i>Two View Points</i> 754 <i>America's Literature</i> 769 TWE: MSN 760 ICA 767 CTA 774 CLA 778
<b>II THE UNITED STATES AS LEADER OF THE FREE WORLD</b>	
1. To understand why the United States had to assume a leadership role in the post-World War II world	SE: 788-794, 816-820 TWE: CLA 789 CTA 792 MSN 816 ICA 817
2. To appreciate the historical background for the formation of United States foreign policy of this era	SE: 788-794, 802-805, 816-820 TWE: CLA 789 CTA 792, 818 MSN 816 ICA 817
3. To understand the relationship between the relative importance of United States domestic and foreign policies over time	SE: 796-797, 806-809, 814-820 TWE: CLA 807, 815 CTA 818
4. To analyze the role played by the United States in international politics, past and present	SE: 788-794, 802-805, 816-820 TWE: CLA 789 CTA 792, 818 MSN 816 ICA 817
<b>III THE UNITED STATES IN THE POST COLD WAR WORLD</b>	
1. To understand the historic, political, and social context in which the United States foreign policy has evolved during the post Cold War era	SE: 928-932, 939-944, 945-951 TWE: CTA 932 MSN 938 WWW 947, 949
2. To understand the relationship between the relative importance of United States domestic and foreign policy over time	SE: 928-933, 936-944, 945-951 TWE: MSN 938 CTA 940 CLA 946

LEARNING STANDARDS	PAGE REFERENCES
3. To analyze the role played by the United States in international politics, past and present	SE: 928-932, 939-944, 945-951 TWE: MSN 930, 938 CTA 932 CLA 937 WWW 947, 949
<b>UNIT 11 The Changing Nature of the American People from World War II to the Present</b>	
<b>I POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM</b>	
1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States	SE: 796-801, 814-820, 821-826 TWE: ICA 799 CLA 822 MSN 823 CTA 825
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant	SE: 788-795, 817, 838-842, 848-853, 896-898, 928-930 TWE: CTA 792 ICA 817 CLA 849
3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	SE: 821-826, 828-831, 848-853, 877-882, 884-889 <i>Two View Points</i> 880 TWE: CLA 829, 878 CTA 881 ICA 887
<b>II UNITED STATES BEGINS A NEW CENTURY</b>	
1. To understand the economic, social, and political trends that shaped the end of the 20 <sup>th</sup> century and point to the 21 <sup>st</sup> century	SE: 896-900, 901-908, 910-914, 922-926, 928-933, 936-944 TWE: CTA 932, 940 MSN 938 ICA 939
2. To investigate problems and opportunities the United States faces in its immediate future	SE: 942-944, 945-951 TWE: CLA 946 WWW 947, 949 ICA 948 CTA 949

### Codes Used for TWE Pages

AI	Analyzing Information	EC	Extending the Content
APC	Analyzing Political Cartoons	ICA	Interdisciplinary Connections Activity
BMA	Bellinger Motivational Activity	MSN	Meeting Special Needs
CC	Curriculum Connection	SLP	Service-Learning Project
CLA	Cooperative Learning Activity	WWW	What?Who?Where?When?
CTA	Critical Thinking Activity	YDS	You Don't Say
DYK	Did You Know?		