New York Social Sciences Content Standards--Elementary Correlated to

Reading Essentials in Social Studies Perfection Learning Corporation

																Per	fect	ion	Lear	<u>ning</u>	j Co	rpoı	ratio	1																					
Elementary	Australia	Brazil	China	Russia	United Kingdom	Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt Rushmore	Stor Spangled Bonner	Status of Liberty	Statue of Liberty	Victigan Washington DC	Washington DC	W WII	Pioneer Pilots of WWI	Spies of the American Revolution	Washington War of 1812	Oregon Trail	mmigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	ındia	lapan	Mexico	South Africa
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	7	H		I				01	01																				I	I				H		7	I			3 1		I	J		
Key Idea 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																																													
1. know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it																										X	X		X	X															
2. understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents																																					X								
3. explain those values, practices, and traditions that unite all Americans																Х	Х	X	X	Х																									

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Key Idea 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 1. gather and organize																																													
gather and organize information about the traditions transmitted by various groups living in their neighborhood and community recognize how traditions)	X																		
and practices were passed from one generation to the next Key Idea 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 1. gather and organize																																													
information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities																X	X	X						X		X	x	X	X	x															
3. identify individuals who have helped to strengthen democracy in the United States and throughout the world																^	Χ	Χ										^\									X								

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Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing																																													
consider different interpretations of key events and/or issues in history and understand the differences in these accounts																X	X	X	X	X	X	X	X	X	X	X	X	X Z	x X	X															
3. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts																					X	X		X		X	X	X	×)	×															
Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of																																													

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Key Idea 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																																													
1. read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses																X		x			X	x		X	X	X	X	X	X	X															
2. explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop																X		X			x	x							X																
3. study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs,	X	×	×	x	X																										×	X	× 2	x	x						X	×	×	X	x

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Key Idea 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 1. distinguish between past, present, and future time					X							X		X			X			X			X		X			x				< ×			X		X) 		Z X			
periods 4. compare important events and accomplishments from different time periods in world history	X	X	X	X	X	X	X	X	X	X	X	× 2	× 2	X	X		X			X X			X		X X		X .		x	x i	X)	K X	<u> </u>	X	X	X	X	X	X	X	(X	X	<u> </u>	(X	, <u>k</u>
Key Idea 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles																																													
1. understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	i															X	x	x	x	X	X		X	x		X	x	x	x	X						X		×	x						
gather and present information about important developments from world history	X	X	X	X	x																										× >	< ×	x x	X	X	x	X	XX	X	. ×	(X	x x	X	(X	(

Elementary Key Idea 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	Australia	Brazil	China	Russia	United Kingdom	Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	WWII	Conrad Elroy	Pioneer Pilots of WWI	Spies of the American Revolution	Washington War of 1812	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
2. explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world		x	X	x	X	X	X	X	X	X						X	X	X	X	X	X	× ×	× 1	x	X	X	X	X	×	×	x :	× ×	×);	X	X	X	X	X	X	X	X	x	X	X	x
3. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts																X	x	X			X I	x		X I	X	X	X	X Z	x 2	X															
Students will: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments																																													

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Key Idea 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,		X								X	H	Н	ſ			Z							1	S.								< X				1						X			X
environment and society 1. study about how people live, work, and utilize natural resources	X	X	X	Х	X	X	X	X	Х	X																					x x	ν x	X	×							Х	X I	x	X	X
3. locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994)		Х																														< x												X	
4. identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)	х	X	X	х	X																										x >	< x	X	×							X	X I	X	X	X
5. investigate how people depend on and modify the physical environment	X	Х	X	X	X	X	X	X	X	Х																					x >	ν X	X	X							X	X I	х	X	X

Elementary Kov. Idoo 2: Coography	Australia	Brazil	China	Russia	United Kingdom	Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	WWII	Conrad Elroy	Pioneer Pilots of WWI	Spies of the American Revolution	Washington War of 1812	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Greece	Rome	Vikings	Ancient Government	Λ	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
Key Idea 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: The National																																												
3. analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from National Geography Standards, 1994) Students will: use a variety	X	х	X	X	X	X	X	X	X	X																				×	X	X	X	X	L					X	x	X	X	X
of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms	ı																																											

Elementary Key Idea 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.	Australia	Brazil	China	Russia	United Kingdom	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	WWII	Conrad Elroy	Pioneer Pilots of WWI	Spies of the American Revolution	Washington War of 1812	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources	X																																								X		X	x
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																																												

Elementary Key Idea 1: The study of	Australia	Brazil	China	Russia	United Kingdom	Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	WWII	Conrad Elroy	Pioneer Pilots of WWI	Spies of the American Revolution	Washington War of 1812	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
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 The National Standards for Civics and Government, 1994																																													
1. know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice 2. consider the nature and evolution of constitutional											X	X	X	X	X																						X								
democracies 3. 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																																				X	X X	X	X	X					
 analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases 												X																									X								

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Key Idea 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 The National Standards for Civics and Government, 1994															X																					X								
1. explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States															X				Ī												Ī					X								
understand the basic civil values that are the foundation of American constitutional democracy																																				X								
3. know what the United States Constitution is and why it is important (Adapted from The National Standards for Civics and Government, 1994)																																				x								

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4. understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government																																					X								
5. understand the structure of New York State and local governments including executive, legislative, and judicial branches											х	X	(×	()	×																														
6. identify their legislative and executive representatives at the local, state, and national governments (Adapted from The National Standards for Civics and Government, 1994)											x	×	(x		×																														
Key Idea 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 4. examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State																																					X								
5. understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service											x																																		

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6. identify basic rights that students have and those that they will acquire as they age											X																																		
Key Idea 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																																													
 show a willingness to consider other points of view before drawing conclusions or making judgments 											X																																		
4. evaluate the consequences for each alternative solution or course of action											X																																		