

**Correlation of *Social Studies Alive! America’s Past* to the  
New York Learning Standards for Social Studies**

This document correlates *Social Studies Alive! America’s Past* to the New York Learning Standards for Social Studies. In the left-hand column, you will find the state standards and in the right-hand column the correlating *Social Studies Alive!* title and section or lesson.

Every effort has been made to ensure that the framework content in the document is current and accurate and that all available *Social Studies Alive!* publications for the elementary school level are included.

**Fourth Grade**

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| <b>Standard 1 – History of the United States and New York</b>  |  |
| <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.</b> |  |
| <b>Students will:</b>  |  |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>          | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/>           Chapter 2 – pages 21-28<br/>           Chapter 3 – pages 29-38<br/>           Chapter 4 – pages 39-46<br/>           Chapter 6 – pages 59-66<br/>           Chapter 7 – pages 67-76<br/>           Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/>           Lesson 2 – pages 29-40<br/>           Lesson 3 – pages 41-54<br/>           Lesson 4 – pages 55-66<br/>           Lesson 6 – pages 90-104<br/>           Lesson 7 – pages 105-118<br/>           Lesson 17 – pages 30-59</p> |
| <ul style="list-style-type: none"> <li>• understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/>           Chapter 12 – pages 123-130<br/>           Chapter 14 – pages 141-150<br/>           Chapter 15 – pages 151-160<br/>           The Declaration of Independence – pages 216-219<br/>           The Constitution of the United States – pages 220-227<br/>           The Bill of Rights – pages 228-233<br/> <b>Teacher Resources:</b><br/>           Lesson 12 – pages 38-50<br/>           Lesson 14 – pages 62-78<br/>           Lesson 15 – pages 79-90</p>   |
| <ul style="list-style-type: none"> <li>• explain those values, practices, and traditions that unite all Americans.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/>           Chapter 12 – pages 123-130<br/>           Chapter 14 – pages 141-150<br/>           Chapter 15 – pages 151-160<br/>           Chapter 20 – pages 207-215<br/>           The Declaration of Independence – pages 216-219<br/>           The Constitution of the United States – pages 220-227<br/>           The Bill of Rights – pages 228-233</p>   |

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|   | <p><b>Teacher Resources:</b><br/> Lesson 12 – pages 38-50<br/> Lesson 14 – pages 62-78<br/> Lesson 15 – pages 79-90<br/> Lesson 20 – pages 112-125</p>   |
| <p><b>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.</b><br/> <b>Students will:</b></p> |  |
| <ul style="list-style-type: none"> <li>gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 9 – pages 87-102<br/> Chapter 12 – pages 123-130<br/> Chapter 14 – pages 141-150<br/> Chapter 15 – pages 151-160<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 9 – pages 132-163<br/> Lesson 12 – pages 38-50<br/> Lesson 14 – pages 62-79<br/> Lesson 15 – pages 80-90<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59</p> |
| <ul style="list-style-type: none"> <li>recognize how traditions and practices were passed from one generation to the next.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 9 – pages 87-102<br/> Chapter 14 – pages 141-150<br/> Chapter 15 – pages 151-160<br/> Chapter 17 – pages 173-184<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 9 – pages 132-163<br/> Lesson 14 – pages 62-79<br/> Lesson 15 – pages 80-90<br/> Lesson 17 – pages 30-59<br/> Lesson 20 – pages 112-125</p>   |
| <ul style="list-style-type: none"> <li>distinguish between near and distant past and interpret simple timelines.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 5 – pages 47-58<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 5 – pages 67-89<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 18 – pages 60-78</p>   |

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|   | Lesson 20 – pages 112-125   |
| <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. Students will:</b> |   |
| <ul style="list-style-type: none"> <li>gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.</li> </ul>                    | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p> |
| <ul style="list-style-type: none"> <li>classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 4 – pages 39-46<br/> Chapter 6 – pages 59-66<br/> Chapter 9 – pages 87-102<br/> Chapter 10 – pages 103-112<br/> Chapter 12 – pages 123-130<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 4 – pages 55-66<br/> Lesson 6 – pages 90-104<br/> Lesson 9 – pages 132-163<br/> Lesson 10 – pages 6-18<br/> Lesson 12 – pages 38-50<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78</p>        |
| <ul style="list-style-type: none"> <li>identify individuals who have helped to strengthen democracy in the United States and throughout the world.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 15 – pages 151-160<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 15 – pages 79-90<br/> Lesson 20 – pages 112-125</p>  |

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| <p><b>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 interpretations of different historical developments.</b></p> <p><b>Students will:</b></p>   |  |
| <ul style="list-style-type: none"> <li>consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 13 – pages 131-140<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 13 – pages 51-61<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78</p> |
| <ul style="list-style-type: none"> <li>explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 17 – pages 30-59</p>  |
| <ul style="list-style-type: none"> <li>view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29</p>   |
| <p><b>Standard 2 – World History</b></p> <p><b>1. The study of world history requires an understanding of world cultures and civilizations, including the analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</b></p> <p><b>Students will:</b></p> |  |
| <ul style="list-style-type: none"> <li>read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses.</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 11 – pages 113-122<br/> <b>Teacher Resources:</b><br/> Lesson 11 – pages 19-37</p>   |
| <ul style="list-style-type: none"> <li>explore narrative accounts of</li> </ul>   | <p><b><u>America's Past</u></b></p>  |

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| important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.  | <p><b>Student Edition:</b><br/>Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/>Lesson 20 – pages 112-125</p>   |
| <ul style="list-style-type: none"> <li>study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</li> </ul>   | <p><b>America’s Past</b></p> <p><b>Student Edition:</b><br/>Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/>Lesson 20 – pages 112-125</p>  |
| <p><b>2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</b></p> <p><b>Students will:</b></p> |  |
| <ul style="list-style-type: none"> <li>distinguish between past, present, and future time periods.</li> </ul>   | <p><b>America’s Past</b></p> <p><b>Student Edition:</b><br/>Chapter 5 – pages 47-58<br/>Chapter 13 – pages 131-140<br/>Chapter 16 – pages 161-172<br/>Chapter 18 – pages 185-194<br/>Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/>Lesson 5 – pages 67-89<br/>Lesson 13 – pages 51-61<br/>Lesson 16 – pages 6-29<br/>Lesson 18 – pages 60-78<br/>Lesson 20 – pages 112-125</p>   |
| <ul style="list-style-type: none"> <li>develop timelines that display important events and eras from world history.</li> </ul>  | <p><b>America’s Past</b></p> <p><b>Student Edition:</b><br/>Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/>Lesson 20 – pages 112-125</p>  |
| <ul style="list-style-type: none"> <li>measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points.</li> </ul>  | <p><b>America’s Past</b></p> <p><b>Student Edition:</b><br/>Chapter 6 – pages 59-66<br/>Chapter 7 – pages 67-76<br/>Chapter 10 – pages 103-112<br/>Chapter 12 – pages 123-130<br/>Chapter 17 – pages 173-184<br/>Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/>Lesson 6 – pages 90-104<br/>Lesson 7 – pages 105-118<br/>Lesson 10 – pages 6-18<br/>Lesson 12 – pages 38-50<br/>Lesson 17 – pages 30-59<br/>Lesson 20 – pages 112-125</p> |
| <ul style="list-style-type: none"> <li>compare important events and accomplishments from different time periods in world history.</li> </ul>  | <p><b>America’s Past</b></p> <p><b>Student Edition:</b><br/>Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/>Lesson 20 – pages 112-125</p>  |
| <p><b>3. Study about the major social, political, economic, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</b></p> <p><b>Students will:</b></p>                                     |  |

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| <ul style="list-style-type: none"> <li>understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 5 – pages 47-58<br/> Chapter 6 – pages 59-66<br/> Chapter 8 – pages 77-86<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 17 – pages 173-184<br/> Chapter 19 – pages 195-206<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 5 – pages 67-89<br/> Lesson 6 – pages 90-104<br/> Lesson 8 – pages 119-131<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 17 – pages 30-59<br/> Lesson 19 – pages 79-111<br/> Lesson 20 – pages 112-125</p> |
| <ul style="list-style-type: none"> <li>gather and present information about important developments from world history.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 20 – pages 112-125</p>   |
| <ul style="list-style-type: none"> <li>understand how the term social, political, economic, and cultural can be used to describe human activities or practices.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 5 – pages 47-58<br/> Chapter 6 – pages 59-66<br/> Chapter 9 – pages 87-102<br/> Chapter 10 – pages 103-112<br/> Chapter 12 – pages 123-130<br/> Chapter 16 – pages 161-172<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 5 – pages 67-89<br/> Lesson 6 – pages 90-104<br/> Lesson 9 – pages 132-163<br/> Lesson 10 – pages 6-18<br/> Lesson 12 – pages 38-50<br/> Lesson 16 – pages 6-29<br/> Lesson 20 – pages 112-125</p>  |
| <p><b>4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence and understand the concepts of change and continuity over time.</b><br/> <b>Students will:</b></p> |  |

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| <ul style="list-style-type: none"> <li>consider different interpretations of key events and developments in history and understand the differences in these accounts.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 13 – pages 131-140<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 13 – pages 51-61<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p>   |
| <ul style="list-style-type: none"> <li>explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods of history and in different parts of the world.</li> </ul> | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 9 – pages 87-102<br/> Chapter 11 – pages 113-122<br/> Chapter 13 – pages 131-140<br/> Chapter 18 – pages 185-194<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 9 – pages 132-163<br/> Lesson 11 – pages 19-37<br/> Lesson 13 – pages 51-61<br/> Lesson 18 – pages 60-78</p> |
| <ul style="list-style-type: none"> <li>view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 20 – pages 112-125</p>   |

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| <p><b>Standard 3 – Geography</b></p> <p><b>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 setting (including natural resources), human systems, environment and society, and the use of geography.</b></p> <p><b>Students will:</b></p> |   |
| <ul style="list-style-type: none"> <li>study about how people live, work, and utilize natural resources.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 2 – pages 21-28<br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 2 – pages 29-40<br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 17 – pages 30-59</p>   |
| <ul style="list-style-type: none"> <li>draw maps and diagrams that serve as representations of places, physical features, and objects.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 5 – pages 47-58<br/> Chapter 7 – pages 67-76<br/> Chapter 10 – pages 103-112<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 5 – pages 67-89<br/> Lesson 7 – pages 105-118<br/> Lesson 10 – pages 6-18<br/> Lesson 17 – pages 30-59</p>   |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 1 – pages 11-20<br/> Maps – pages 236-243<br/> <b>Teacher Resources:</b><br/> Lesson 1 – pages 6-28</p>   |
| <ul style="list-style-type: none"> <li>identify and compare the physical, human, and cultural characteristics of different regions and people.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 9 – pages 87-102<br/> Chapter 17 – pages 173-184<br/> The World: Physical Map – pages 238-239<br/> The United States: Physical Map – pages 242-243<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 9 – pages 132-163<br/> Lesson 17 – pages 30-59</p> |

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| <ul style="list-style-type: none"> <li>investigate how people depend on and modify the physical environment.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 17 – pages 30-59</p>   |
| <p><b>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.</b><br/> <b>Students will:</b></p>   |  |
| <ul style="list-style-type: none"> <li>ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places. (Adapted from <i>National Geography Standards, 1994</i>).</li> </ul> | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 1 – pages 11-20<br/> Chapter 5 – pages 47-58<br/> Chapter 7 – pages 67-76<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> Maps – pages 236-243<br/> <b>Teacher Resources:</b><br/> Lesson 1 – pages 6-28<br/> Lesson 5 – pages 67-89<br/> Lesson 7 – pages 105-118<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59</p>                               |
| <ul style="list-style-type: none"> <li>gather and organize geographic information from a variety of sources and display in a number of ways.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 1 – pages 11-20<br/> Chapter 3 – pages 29-38<br/> Chapter 5 – pages 47-58<br/> Chapter 6 – pages 59-66<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 1 – pages 6-28<br/> Lesson 3 – pages 41-54<br/> Lesson 5 – pages 67-89<br/> Lesson 6 – pages 90-104<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59</p> |
| <ul style="list-style-type: none"> <li>analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from <i>National Geography Standard, 1994</i>).</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 1 – pages 11-20<br/> Chapter 3 – pages 29-38<br/> Chapter 5 – pages 47-58<br/> Chapter 6 – pages 59-66<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 1 – pages 6-28<br/> Lesson 3 – pages 41-54<br/> Lesson 5 – pages 67-89<br/> Lesson 6 – pages 90-104</p>  |

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|  | Lesson 16 – pages 6-29  |
| <b>Standard 4 – Economics</b>  |   |
| <b>1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</b> |   |
| <b>Students will:</b>  |   |
| <ul style="list-style-type: none"> <li>know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 2 – pages 21-28<br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 2 – pages 29-40<br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 17 – pages 30-59</p> |
| <ul style="list-style-type: none"> <li>explain how people’s wants exceed their limited resources and that this condition defines scarcity.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 2 – pages 21-28<br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 2 – pages 29-40<br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 17 – pages 30-59</p> |
| <ul style="list-style-type: none"> <li>know that scarcity requires individuals to make choices and that these choices involve costs.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 2 – pages 21-28<br/> Chapter 3 – pages 29-38<br/> Chapter 6 – pages 59-66<br/> Chapter 7 – pages 67-76<br/> Chapter 17 – pages 173-184<br/> <b>Teacher Resources:</b><br/> Lesson 2 – pages 29-40<br/> Lesson 3 – pages 41-54<br/> Lesson 6 – pages 90-104<br/> Lesson 7 – pages 105-118<br/> Lesson 17 – pages 30-59</p> |
| <ul style="list-style-type: none"> <li>study about how the availability and distribution of resources is important to a nation’s economic growth</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 3 – pages 29-38<br/> Chapter 7 – pages 67-76<br/> <b>Teacher Resources:</b><br/> Lesson 3 – pages 41-54<br/> Lesson 7 – pages 105-118</p>   |

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| <ul style="list-style-type: none"> <li>understand how societies organize their economies to answer 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?</li> </ul> | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 9 – pages 87-102<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 9 – pages 132-163</p>  |
| <ul style="list-style-type: none"> <li>investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 9 – pages 87-102<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 9 – pages 132-163</p>  |
| <p><b>2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</b><br/> <b>Students will:</b></p>  |   |
| <ul style="list-style-type: none"> <li>locate economic information, using card catalogues, computer databases, indices, and library guides.</li> </ul>   | <p><b><u>America's Past</u></b><br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 9 – pages 132-163</p>  |
| <ul style="list-style-type: none"> <li>collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 5 – pages 47-58<br/> Chapter 7 – pages 67-76<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 5 – pages 67-89<br/> Lesson 7 – pages 105-118<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 20 – pages 112-125</p> |
| <ul style="list-style-type: none"> <li>make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 20 – pages 112-125</p>  |
| <ul style="list-style-type: none"> <li>present economic information by developing charts, tables, diagrams, and simple graphs.</li> </ul>  | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 5 – pages 47-58<br/> Chapter 7 – pages 67-76<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 5 – pages 67-89<br/> Lesson 7 – pages 105-118</p>   |

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|   | Lesson 10 – pages 6-18<br>Lesson 11 – pages 19-37<br>Lesson 20 – pages 112-125  |
| <b>Standard 5 – Civics, Citizenship, and Government</b>   |   |
| <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.</b>  |   |
| <b>Students will:</b>   |   |
| <ul style="list-style-type: none"> <li>consider the nature and evolution of constitutional democracies.</li> </ul>  | <u><b>America’s Past</b></u><br><b>Student Edition:</b><br>Chapter 6 – pages 59-66<br>Chapter 10 – pages 103-112<br>Chapter 11 – pages 113-122<br>Chapter 12 – pages 123-130<br>Chapter 13- pages 131-140<br>Chapter 14 – pages 141-150<br><b>Teacher Resources:</b><br>Lesson 6 – pages 90-104<br>Lesson 10 – pages 6-18<br>Lesson 11 – pages 19-37<br>Lesson 12 – pages 38-50<br>Lesson 13 – pages 51-61<br>Lesson 14 – pages 62-78 |
| <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>   | <u><b>America’s Past</b></u><br><b>Student Edition:</b><br>Chapter 10 – pages 103-112<br><b>Teacher Resources:</b><br>Lesson 10 – pages 6-18  |
| <ul style="list-style-type: none"> <li>analyze the sources of a nation’s values as embodied in its constitution, statues, and important court cases.</li> </ul>   | <u><b>America’s Past</b></u><br><b>Student Edition:</b><br>Chapter 14 – pages 141-150<br>Chapter 15 – pages 151-160<br><b>Teacher Resources:</b><br>Lesson 14 – pages 62-78<br>Lesson 15 – pages 79-90  |
| <b>2. The state and federal government 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.</b> |   |
| <b>Students will:</b>   |   |
| <ul style="list-style-type: none"> <li>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.</li> </ul>  | <u><b>America’s Past</b></u><br><b>Student Edition:</b><br>Chapter 12 – pages 123-130<br>Chapter 14 – pages 141-150<br>Chapter 15 – pages 151-160<br>The Constitution of the United States – pages 220-227<br>The Bill of Rights – pages 228-233<br><b>Teacher Resources:</b><br>Lesson 12 – pages 38-50<br>Lesson 14 – pages 62-78<br>Lesson 15 – pages 79-90  |
| <ul style="list-style-type: none"> <li>understand the basic civil values that</li> </ul>  | <u><b>America’s Past</b></u>  |

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| are the foundation of American constitutional democracy.  | <p><b>Student Edition:</b><br/> Chapter 14 – pages 141-150<br/> Chapter 15 – pages 151-160<br/> The Constitution of the United States – pages 220-227<br/> The Bill of Rights – pages 228-233</p> <p><b>Teacher Resources:</b><br/> Lesson 14 – pages 62-78<br/> Lesson 15 – pages 79-90</p>                                   |
| <ul style="list-style-type: none"> <li>know what the United States Constitution is and why is its important. (Adapted from the <i>National Standards for Civics and Government, 1994</i>).</li> </ul>                                 | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 14 – pages 141-150<br/> Chapter 15 – pages 151-160<br/> The Constitution of the United States – pages 220-227<br/> The Bill of Rights – pages 228-233</p> <p><b>Teacher Resources:</b><br/> Lesson 14 – pages 62-78<br/> Lesson 15 – pages 79-90</p> |
| <ul style="list-style-type: none"> <li>understand that the United States Constitution and the Constitution of New York are written plans for organizing the functions of the government.</li> </ul>                                   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 14 – pages 141-150<br/> Chapter 15 – pages 151-160<br/> The Constitution of the United States – pages 220-227<br/> The Bill of Rights – pages 228-233</p> <p><b>Teacher Resources:</b><br/> Lesson 14 – pages 62-78<br/> Lesson 15 – pages 79-90</p> |
| <ul style="list-style-type: none"> <li>understand the structure of New York State and local governments, including executive, legislative, and judicial branches.</li> </ul>  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 14 – pages 141-150<br/> The Constitution of the United States – pages 220-227</p> <p><b>Teacher Resources:</b><br/> Lesson 14 – pages 62-78</p>  |
| <ul style="list-style-type: none"> <li>identify the legislative and executive representatives at the local, state, and national governments. (Adapted from the <i>National Standards for Civics and Government, 1994</i>).</li> </ul> | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 14 – pages 141-150<br/> The Constitution of the United States – pages 220-227</p> <p><b>Teacher Resources:</b><br/> Lesson 14 – pages 62-78</p>  |
| <p><b>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.</b><br/> <b>Students will:</b></p>      |  |
| <ul style="list-style-type: none"> <li>understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.</li> </ul>   | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 6 – pages 59-66<br/> Chapter 12 – pages 123-130<br/> Chapter 20 – pages 207-215</p> <p><b>Teacher Resources:</b><br/> Lesson 6 – pages 90-104<br/> Lesson 12 – pages 38-50<br/> Lesson 20 – pages 112-125</p>  |
| <ul style="list-style-type: none"> <li>examine what it means to be a good</li> </ul>  | <p><b><u>America’s Past</u></b></p>  |

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| <p>citizen in the classroom, school, home, and community.</p>  | <p><b>Student Edition:</b><br/> Chapter 9 – pages 87-102<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> <b>Teacher Resources:</b><br/> Lesson 9 – pages 132-163<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50</p>  |
| <ul style="list-style-type: none"> <li>identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</li> </ul>   | <p><b>America’s Past</b><br/> <b>Student Edition:</b><br/> Chapter 9 – pages 87-102<br/> <b>Teacher Resources:</b><br/> Lesson 9 – pages 132-163</p>   |
| <ul style="list-style-type: none"> <li>examine the basic principles of the Declaration of the Independence and the Constitutions of the United States and New York State.</li> </ul>   | <p><b>America’s Past</b><br/> <b>Student Edition:</b><br/> Chapter 14 – pages 141-150<br/> Chapter 15 – pages 151-160<br/> The Constitution of the United States – pages 220-227<br/> The Bill of Rights – pages 228-233<br/> <b>Teacher Resources:</b><br/> Lesson 14 – pages 62-78<br/> Lesson 15 – pages 79-90</p>  |
| <ul style="list-style-type: none"> <li>understand that effective, informed citizenship is a duty for each citizen, demonstrated by jury service, voting, and community service.</li> </ul>   | <p><b>America’s Past</b><br/> <b>Student Edition:</b><br/> Chapter 9 – pages 87-102<br/> <b>Teacher Resources:</b><br/> Lesson 9 – pages 132-163</p>   |
| <ul style="list-style-type: none"> <li>identify basic rights that students have and those that they will acquire as they age.</li> </ul>   | <p><b>America’s Past</b><br/> <b>Student Edition:</b><br/> Chapter 9 – pages 87-102<br/> <b>Teacher Resources:</b><br/> Lesson 9 – pages 132-163</p>   |
| <p><b>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.</b><br/> <b>Students will:</b></p> |  |
| <ul style="list-style-type: none"> <li>show a willingness to consider other points of view before drawing conclusions or making judgments.</li> </ul>  | <p><b>America’s Past</b><br/> <b>Student Edition:</b><br/> Chapter 7 – pages 67-76<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> <b>Teacher Resources:</b><br/> Lesson 7 – pages 105-118<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78</p> |

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| <ul style="list-style-type: none"> <li>participate in activities that focus on a classroom, school, or community issue or problem.</li> </ul> | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 9 – pages 87-102<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 9 – pages 132-163<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p>  |
| <ul style="list-style-type: none"> <li>suggest alternative solutions or courses of action to hypothetical or historic problems</li> </ul>     | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 6 – pages 59-66<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 6 – pages 90-104<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p> |
| <ul style="list-style-type: none"> <li>evaluate the consequences for each alternative solution or course of action.</li> </ul>                | <p><b><u>America's Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 6 – pages 59-66<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 6 – pages 90-104<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p> |

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| <ul style="list-style-type: none"> <li>• prioritize the solutions based on established criteria.</li> </ul>                  | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 6 – pages 59-66<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 6 – pages 90-104<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p> |
| <ul style="list-style-type: none"> <li>• propose an action plan to address the issue of how to solve the problem.</li> </ul> | <p><b><u>America’s Past</u></b><br/> <b>Student Edition:</b><br/> Chapter 6 – pages 59-66<br/> Chapter 8 – pages 77-86<br/> Chapter 10 – pages 103-112<br/> Chapter 11 – pages 113-122<br/> Chapter 12 – pages 123-130<br/> Chapter 13 – pages 131-140<br/> Chapter 16 – pages 161-172<br/> Chapter 17 – pages 173-184<br/> Chapter 18 – pages 185-194<br/> Chapter 20 – pages 207-215<br/> <b>Teacher Resources:</b><br/> Lesson 6 – pages 90-104<br/> Lesson 8 – pages 119-131<br/> Lesson 10 – pages 6-18<br/> Lesson 11 – pages 19-37<br/> Lesson 12 – pages 38-50<br/> Lesson 13 – pages 51-61<br/> Lesson 16 – pages 6-29<br/> Lesson 17 – pages 30-59<br/> Lesson 18 – pages 60-78<br/> Lesson 20 – pages 112-125</p> |