

**Subject Area** United States and New York State History **Grade Level** 7 & 8

**Mission Statement:** It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

**Elba Standards:** In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

**New York State Standards:**

Standard 1: 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.

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.
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.
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.
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.

Standard 2: 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 perspectives.

1. The study of world history requires and understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

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.
3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
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.

Standard 3: 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 over the Earth’s surface.

1. Geography can be divided into six essential elements that can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography (Adapted from The National Geography Standards 1994: Geography for Life.)
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 Geography Standards 1994: Geography for Life.)

Standard 4: Students will use a variety 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.

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.
2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Standard 5: 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.

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of governmental and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adopted from The National Standards for Civics and Government, 1994.)

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. (Adopted from The National Standards for Civics and Government, 1994.)
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. 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 argument, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

### **National Standards: (10 strands)**

#### **Standard 1: Culture:**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

#### **Standard 2: Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

#### **Standard 3: People, Places and Environments**

Social studies programs should include experiences that provide for the study of people, places and environments.

#### **Standard 4: Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity.

#### **Standard 5: Individuals, Groups and Institutions**

Social studies programs should include experiences that provide for the study of interactions among individuals, groups and institutions.

#### **Standard 7: Production, Distribution and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production distribution and consumption of good and services.

#### **Standard 8: Science Technology, Society**

Social studies programs should include experiences that provide for the study of relationships among science, technology and society.

#### **Standard 9: Global Connections**

Social studies programs should include experiences that provide for the understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities.

### **Standard 10: Civic Ideals and Practices**

Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic.

#### **Performance Indicators:**

- 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.
- 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.
- Describe the reasons for periodizing history in different ways
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant
- Understand the relationship between the relative importance of United States domestic and foreign policies over time
- Analyze the role played by the United States in international politics, past and present
- 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.
- gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- 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
- classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
- consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- 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
- describe historic events through the eyes and experiences of those who were there. (Taken from *National Standards History for Grades K-4*)

- know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- know some important historic events and developments of past civilizations
- interpret and analyze documents and artifacts related to significant developments and events in world history.
- develop timelines by placing important events and developments in world history in their correct chronological order
- measure time periods by years, decade, centuries, and millennia
- study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.
- investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
- interpret and analyze documents and artifacts related to significant developments and events in world history
- classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic
- explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from *National Standards for World History*)
- analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians
- view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents
- investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.
- map information about people, places, and environments
- understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from *National Geography Standards, 1994*)
- investigate why people and places are located where they are located and what patterns can be perceived in these locations
- describe the relationships between people and environments and the connections between people and places.
- formulate geographic questions and define geographic issues and problems
- use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from *National Geography Standards, 1994*)

- present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
- interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.
- explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems
- understand how scarcity requires people and nations to make choices which involve costs and future considerations
- understand how people in the United States and throughout the world are both producers and consumers of goods and services
- investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
- explain how nations throughout the world have joined with one another to promote economic development and growth.
- identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
- organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
- evaluate economic data by differentiating fact from opinion and identifying frame of reference
- develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
- present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.
- analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- consider the nature and evolution of constitutional democracies
- 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
- analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.
- understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- 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
- compare and contrast the development and evolution of the constitutions of the United States and New York State
- define federalism and describe the powers granted the national and state governments by the United States Constitution

- value the principles, ideals, and core values of the American democratic system based upon the praises of human dignity, liberty, justice, and equality
- understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.
- 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
- 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
- discuss the role of an informed citizen in today’s changing world
- explain how Americans are citizens of their states and of the United States.
- respect the rights of others in discussions and classroom debates regardless of whether or not one agree with their viewpoint
- explain the role that civility plays in promoting effective citizenship in preserving democracy
- participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.

<b>Assessment:</b>	<b>Acceptable Performance Level:</b>
New York State 8 <sup>th</sup> Grade United States History Exam	Level 3 or 4 on 8 <sup>th</sup> grade assessment as defined by New York State grading rubric

**Scope:**

Chronologically organized study of United States and New York State history divided into 12 units of study, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, economic, and social trends in United States history to parallel trends and time frames in New York State history.

**Sequence:**

1. The Global Heritage of the American People Prior to 1500
2. European Exploration and Colonization of the Americas
3. A Nation is Created
4. Experiments in Government
5. Life in the New Nation
6. Division and Reunion
7. An Industrial Society
8. The United States as an Independent Nation in an Increasingly Interdependent World
9. The United States Between the Wars
10. The United States Assumes Worldwide Responsibilities
11. The Changing Nature of the American People from World War II to the Present

## 12. Citizenship in Today's World

### **Methodologies – Best Practices:**

- Use of DBQs as a way to encourage students to use a variety of intellectual skills to demonstrate understandings of major ideas.
- Incorporation of 6-Traits as a method of assessing writing pieces within the scope of course
- Incorporation of word processing and computer programs as a way of reaching technological literacy
- Use of internet as a method to reach technological literacy
- explain the ideas embodied in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the New York State Constitution and show how these documents express fundamental and enduring ideas and beliefs
- use demographic information, mapping exercises, photographs, interviews, population graphs, church records, newspaper accounts, and other sources to conduct case studies of particular groups in the history of the State or nation and classify information according to type of activity: social, political, economic, cultural, or religious
- explain the importance of different inventions and scientific and technological innovations in agriculture and industry describing how these inventions and innovations resulted in improved production of certain products
- debate various views of United States foreign policies and involvement during the Mexican-American War, World Wars I and II, Vietnam, and the Cold War.
- construct multiple-tier timelines that display a number of important historic events that occurred at the same time, or during the same period of time (e.g., age of exploration and contact showing events in Europe, Africa, and the Americas)
- read historic narratives, biographies, literature, diaries, and letters to learn about the important accomplishments and roles played by individuals and groups throughout world history
- apply the five themes of geography to their study of communities and regions throughout the world. Describe how location, place, relationships within places, movement, and regions can be used to analyze different cultures and societies
- consider case studies comparing economic decisions and choices made by groups and nations involving questions about scarce resources
- prepare a classroom questionnaire that asks the historical/economic question: What makes a nation an industrial leader? Survey adults to determine their opinions on the question, categorize the findings, and draw conclusions.
- create a play about a society without any government and without rules. Would students like to live in such a society?



- explore laws dealing with the rights and responsibilities of young people to determine the underlying values on which these young people's rights are based
- conduct mock local, state, and national elections, compare the school's results with the real outcome of the election