

**Wayne Central School District  
Ontario Center, NY 14519**

**Social Studies  
Social Studies  
Curriculum**

***FOURTH GRADE***  
**Draft**

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# **I. District Philosophy**

**The Wayne Central School District believes that the goal of education is the all-around development of each student. The role of the school is to enable individuals to develop to their fullest potential.**

**The school, in cooperation with the home and community, will assist the student with intellectual, social, cultural, emotional, physical and moral growth. The school should help create within each student an awareness of civic responsibilities and respect for authority to assist the student in becoming a well-integrated, responsible person capable of assuming a vital role in an evolving civilization.**

**The Wayne Central School District subscribes to the general theory of individual differences; namely, that each student is an individual and has innate abilities, ambitions, and emotions. In the process of educating this individual, the program should provide a challenge while reflecting a concern for needs based on individual capabilities.**

**The Wayne Central School District further subscribes to the following fundamental principles:**

- 1. Children, regardless of potential, are capable of learning and acquiring the skill and knowledge needed to function to the best of their ability in our society,**
- 2. Our responsibility is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. Accountability does not end with following established rules and procedures; its essence is found in results,**
- 3. Minimum competence, while necessary, is not enough. Successful participation in our society demands much more. All children are entitled to approved curriculum, to instructional methods, and to expectations that challenge them to perform at their best, and help them to become truly proficient in knowledge and skills,**
- 4. Every child in New York State is entitled to the resources necessary to provide the sound, basic education that the state constitution requires,**
- 5. Each participant in the educational system should have the opportunity to effectively discharge his or her responsibility, and each participant should be held accountable for achieving desired results. This principle applies to all participants in the educational process – students, parents, teachers, counselors, librarians, administrators, the Board of Education, and others,**
- 6. Achievement of desired results by individuals and groups should be rewarded. Creativity in our students needs to be nurtured and encouraged. Occasional failure in a large and diverse system is probably unavoidable. However, failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.**



## **II. District Mission Statement:**

**Based upon the belief that all students can learn, the staff of Wayne Central School district accepts the responsibility to teach all students regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, emotionally, and culturally.**





# III. NYS Learning Standards:

## **Health, Physical Education, and Home Economics**

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources.

## **Mathematics, Science, and Technology**

1. Analysis, Inquiry, and Design – Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Information Systems – Students will access, generate, process, and transfer information using appropriate technologies
3. Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Science – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Technology – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Interconnectedness: Common Themes – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Interdisciplinary Problem Solving – Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **English Language Arts**

1. Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. Language for Literary Response and Expression – Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers. Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. Language for Social Interaction – Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## **Languages Other Than English**

1. Communication Skills – Students will be able to use a language other than English for communication.
2. Cultural Understanding – Students will develop cross-cultural skills and understandings.

## **The Arts**

1. Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Knowing and Using arts materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Understanding the Cultural Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## **Career Development and Occupational Studies**

1. Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Career Majors – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **Social Studies**

1. History of the United States and New York – 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.
2. World History – 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.
3. Geography – 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.
4. Economics – 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 United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Civics, Citizenship, and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

# IV. Commencement Outcomes

## James A. Beneway High School "Adult Roles, Skills & Knowledge"

### **CITIZEN**

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

### **LIFE - LONG LEARNER**

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions, has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

### **LEADER**

A leader is a problem solver with effective communication skills. He/she has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

### **WORKER/WAGE EARNER/BUSINESS OWNER**

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possess basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

## **CONSUMER**

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

## **COUNSELOR/TEACHER/MENTOR**

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

## **PARENT/FAMILY MEMBER**

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

## **FRIEND**

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.

# V. Scope and Sequence

<b>Content Understandings</b>	<b>Standard</b>	<b>Concepts/Themes</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>1. Members of a Community</b>	<b>5.2, 5.3</b>	<b>Identity, change, culture, interdependence, needs/wants, places and regions, human systems, and empathy.</b>										
Myself and others				M	E	E	R	R	R	R	R	R
My family and other families				T	T	M	R	R	R			
History of my family					I	T	R	M				
My school and community				I	T	M	R					
My neighborhood				I	T	M	R					
My community and local region					I	T	R	M				
Places in my community and local region					I	T	R	M				
My community and region today					I	I	R	M				
Cultures and civilizations						I	T	R	R	M		
Communities around the world							T	R	R	M		
<b>2. Citizenship</b>		<b>Citizenship and civic life, human systems, decision-making, nation state, government</b>										
Awareness of patriotic celebrations				T	T	R	R	M				
Physical, human, and cultural characteristics of world communities							T	R	R	M		
Symbols of citizenship				T	T	R	R	M				
Symbols of citizenship in world communities							I		T	M		
Rights, responsibilities, and roles of citizenship				I	M	E	R	R	R	R	R	R
Making and changing rules and laws				I	M	E	R	R	R			

**Key:**

- I** Skill is introduced but not benchmarked
- T** Skill receives considerable instruction (taught but not benchmarked)
- M** Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases, only an M appears
- R/E** Concept is reviewed or expanded

Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
People make rules which involve consideration of others and provide for the health and safety for all.			I	T	M	R						
People depend on and modify the <u>physical environment</u>					I	T	M	R				
Governments												
• Around the world							I	I	M	M	R	R
• American								I	M		M	R
• Purposes								I	M		M	R
• Local						I		M				
• State						I		M				
<b>3. Economics</b>	<b>4</b>	<b>Places and regions, human system, environment, society, needs and wants, scarcity, economic systems, factors of production, interdependence</b>										
People help one another meet needs and wants				I	T	M						
Economics decision making					I	M	R					
Economics decision making in world communities						I	M		R			
People use human, capital, and natural resources						T	M		R			
<b>4. American History</b>	<b>1, 3</b>	<b>Change, movement, cultural diversity, place regions, government, needs, wants, civic values, environment and society, economic systems</b>										

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
A. Prior to 1500												
History of social sciences											T	R
Geographic factors of culture						I		M			R	
Native Americans of New York State						I		M			R	
Iroquois and Algonquian civilizations						I		M			R	
Europe's conception of the world								I			M	
B. European colonization of the Americas												
Exploration and settlement						I		M			R	
Three worlds meet in Americas (Europe, Americas, Africa)						I		M			R	R
Colonial and revolutionary periods						I		M			R	
Geographic, economic, political factors						I		M	R		M	
Lifestyle						I		M	R		M	
C. Revolutionary War	1	Places and regions, human systems, change										M
Causes						I		M			M	
Protest to separation								M			M	
The Revolutionary War in New York State								M			M	
Economic, political, and social changes								M			M	
Military aspects of the social changes								M			M	
Early attempts to govern								M			M	
D. The New Nation	1, 5	Technology						M			M	
The new nation						I		M			M	
Industrial growth and expansion						I		M	M		M	

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Articles of Confederation											M	
New York State Constitution 1777												
United States Constitution								M			M	
E. Life in New Nation	1, 5							T	R		M	
Operation of government												T
Age Jackson						I		M	R		R	
Homespun												
F. Division and reunion	1										T	M
Causes												M
Civil War begins												M
Results of war												
G. Industrial Society	1, 4											M
Second half of 19 <sup>th</sup> century										M		M
Changes in social structure										M		M
Progressive movement										M		M
Reforms to system										M		M
H. United States as independent nation in an interdependent world	1, 2, 4											
Territorial expansion and empire building												T
Role in global politics												T
World War I												T
I. Between the Wars	1, 4											T
Roaring 20's												T
Great Depression												T
J. Worldwide Responsibilities	1, 2, 4, 5	Power, nationalism, imperialism										

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
World War II												T
Post World War II												T
World of turmoil												T
K. Changing nature of people, World War II-Present	1, 4, 5											
Age of prosperity												T
Post industrial society age of limits												T
Move to 21 <sup>st</sup> century												T
L. Citizenship in today's world	1, 5											
Citizenship in United States				I	T	E	R	R	M	R	M	R
Citizenship in state and local government					I	I	I	M	R	R	R	R
Comparative citizenship									T	M	R	R
<b>5. Americas</b>												
A. History	1	Culture, empathy, interdependence, change, identity										
Sharing of customs, traditions, beliefs, ideas, languages (cultural diversity)				I	I	T	E	R	R	M	R	
Perspective of history based on culture					I	T	R	R	R	M	R	R
Immigration						I		T	M		R	M
Connections with home country					I	I	I	T	M	R		
History				I	T	R	R	R	R	E	R	R
Historical figures and groups				I	T	R	R	R	R	R	R	R
Industrial growth and development								T	M		E	M
B. Geography	3	Places and regions, physical systems, human systems, environment and society										

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Maps, geographical representations, and technology				I	T	R	R	R	M	M	M	M
Changing political boundaries									M	R	R	
Geological							T	R	M	R		
Physical, cultural, political, economic features							T	R	M	R	R	
Characteristics of places							T	R	M	R	R	
Perceptions based on culture						I	T	R	M	R	R	
Complexity of cultures							T	R	M	R	R	
Modify physical environment through human actions						I	T	R	M	R	R	
C. Economies	4	Economic systems, needs and wants, factors of production, interdependence, technology										
Supply and demand						I	T	R	M		R	
Utilization of scarce capital, human resources, natural resources					I	T	R	R	M		R	
Availability of resources					I	T	R	R	M		R	
Sharing products and resources							T	R	M		R	
Economic decision making						I	T	R	M		R	
Science and technology influences standard of living						I		T	M		R	
Change of lifestyles due to exchange of products and people						I	T	R	M		R	
Decisions of one region impacting others							T	R	M	R	R	
D. Governments	5	Interdependence, citizenship and civic life, civic value, government										
Differing belief systems							I	T	M		R	
Basic civic values				I	T	R	R	T	M		R	R
Protection of individual rights				I	T	R	R	T	M		R	R

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Rights of citizens in United States versus other countries						I	T	R	M		R	R
Roles of citizens in United States versus other countries						I	T	R	M		R	R
Responsibility of citizens to monitor authority						I	T	R	M		R	R
International organizations							T	R	M			M
<b>6. Eastern Hemisphere</b>	<b>2</b>	<b>Change, identity, needs and wants, technology, culture, interdependence, empathy, nation state, economic systems, values, world in spatial terms</b>										
A. History												
Measurement of time, years, decades, millennia				I	T	E	E	R	R	M	R	R
Key turning points and events chronologically						I	T	R	R	M	R	R
Different people/different perspectives						I	T	R	R	M	R	R
Neolithic revolution										M		
River civilizations; Mesopotamia, Indus, Egypt										M		
Positive/Negative impact of technological innovations										M		
Study of civilization through arts, sciences, key documents, and artifacts (DBQ)							I			M		
Impact of religions in uniting/dividing						I		T	R	M	R	R
Contributions to humankind										M	R	
Contributions of trade networks										M		

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Contributions of individuals and groups										M		
Slavery								T		M	R	R
Internal/External factors contributing to decline of civilizations										M		
Middle age emergence of trade routes										M	R	
Renaissance and the arts										M		
Domination by Europe										M		
Colonial policies impacting people (potato famine)								I		M		R
Nationalism, urbanism, modernization, industrialization										M		
Impact of culture on tradition								I		M		R
20 <sup>th</sup> century events										M	R	R
Genocide										T		M
Computer revolution										T		
Fall of communism										T		
B. Economies—Eastern Hemisphere	2, 4	Human systems, environment and society, technology, economic systems, scarcity, wants and needs, interdependence										
Goods and services										M		
Resources										M		
Securing resources										M		
Population growth										M		
Standard of living										M		
Economies and economic systems										M		
Economic decision making										M		

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<b>Content Understanding</b>	<b>Standard</b>	<b>Concepts/Themes</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Past practices (history)										M		
Consumer patterns										M		
Control, use, and means of production										M		
Mixed economies										M		
Formation of common economics policies										M		
Implications of decisions on all regions										M		
Leadership roles										M		
Market economies of former communist countries										M		
C. Governments	2, 5	Government, values, change, citizenship, civic life								M		
Maintenance of law and order										M		
Political order to meet society needs										M		
Evolving views regarding power and law										M		
Changing needs and wants of people										M		
Present systems have origins in past										M		
Values impact rights and needs										M		
Values embodied in constitutions, statutes and court cases										M		
Government structures maintain public order										M		
Political borders change over time										M		
Human rights issues										M		
International organizations										M		
Citizen rights defined by constitutions												

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# VI. Course Overview

The Grade 4 Social Studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. Students can investigate local events and issues and connect them to national events and issues through the following units:

1. Native American Indians of New York State
2. European Encounter: Three Worlds Meet in the Americas
3. Colonial and Revolutionary Periods
4. Revolutionary War in New York State
5. The New Nation
6. Industrial Growth and Expansion
7. Urbanization: Economic, Political, and Social Impacts
8. Government—Local and State

# VII. Instructional Outline

## I. NATIVE AMERICAN INDIANS OF NEW YORK STATE

### A. Culture

1. Native American Indians were the first inhabitants of our local region and state
2. The Iroquois (Haudenosaunee – People of the Longhouse) and the Algonquian were the early inhabitants of our state
3. Important accomplishments and contributions of Native American Indians who lived in our community and state

### B. Needs and Wants

1. Meeting basic needs – food, clothing, and shelter
2. Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic features

## II. THREE WORLDS (EUROPE, THE AMERICAS, AFRICA) MEET IN THE AMERICAS

### A. Culture

1. Major explorers of New York State
2. Impact of exploration – social/cultural, economic, political, and geographic
3. The slave trade and slavery in the colonies
4. Groups of people who migrated to our local region and into our state.

### B. Environment and Society

1. Ways that people depended on and modified their physical environments

## III. COLONIAL AND REVOLUTIONARY PERIODS

### A. Change

1. Dutch, English, and French influences in New York State
2. Causes for revolution: social, political, economic
3. Ways of making a living in our local region and state

### B. Culture

1. Lifestyles in the colonies – comparisons during different time periods
2. Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious
3. Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and state
4. Important accomplishments of individuals and groups living in our community and region

### C. Government

1. Colonial Governments

### D. Physical Settings

1. Ways that colonists depended on and modified their physical environment

### E. Economic Systems

1. Colonial societies were organized to answer three fundamental economic questions:
  - a. What goods and services do we produce?
  - b. How do we produce them?
  - c. For whom do we produce them?



#### **IV. THE REVOLUTIONARY WAR IN NEW YORK STATE**

- A. Places and Regions
  - 1. Location of New York State
  - 2. The significance of New York State's location and its relationship to the locations of other people and places.
  - 3. Geographic features that influenced the war.
  - 4. The war strategy: Saratoga and other local battles.
- B. Human Systems
  - 1. Native American Indians in New York State influenced the war.
  - 2. The war strategy: Saratoga and other local battles.
  - 3. Loyalists and Patriots in New York State
  - 4. Leaders of the Revolution
- C. Change
  - 1. Effects of the Revolutionary War

#### **V. THE NEW NATION**

- A. Government
  - 1. Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America
- B. Citizenship and Civic Life
  - 1. The importance of the Bill of Rights
  - 2. Individuals and groups who helped to strengthen democracy in the United States
- C. Culture
  - 1. The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
  - 2. Those values, practices, and traditions that unite all Americans

#### **VI. INDUSTRIAL GROWTH AND EXPANSION**

- A. Technology
  - 1. Transportation, inventions, communication, and technology, (e.g., 1800's – Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900's – automobiles, subways, air travel, seaways, telephones, radios and televisions, computer)
- B. Change
  - 1. Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native Americans in New York State)
  - 2. The important contributions of immigrants to New York State
- C. Human Systems
  - 1. Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors

#### **VII. URBANIZATION: ECONOMIC, POLITICAL, AND SOCIAL IMPACTS**

- A. Human Systems
  - 1. Rural to urban to suburban migration
- B. Environment and Society
  - 1. Economic interdependence (e.g., resource use, from farm to market)
  - 2. Ways of learning and public education in our community and state
- C. Change
  - 1. The labor movement and child labor

## **VIII. GOVERNMENT**

- A. Civic Values
  - 1. Basic democratic values (taken from: National Standards for Civics and Government)
  - 2. The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice, equality of opportunity; diversity; truth; and patriotism.
- B. Citizenship and Civic Life
  - 1. The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.
- C. Government
  - 1. The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good (taken from: National Standards for Civics and Government).

## **IX. LOCAL AND STATE GOVERNMENTS**

- A. Government
  - 1. An introduction to the probable consequences of the absence of government
  - 2. The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial balances
  - 3. The meaning of key terms and concepts related to government, including democracy, power and citizenship
  - 4. Representatives in the legislative, executive and judicial branches at the local, state and national levels of government and how they are elected or appointed to office
  - 5. People elect and/or appoint leaders who make, enforce, and interpret laws
- B. Civic Values
  - 1. The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties
- C. Citizenship and Civic Life
  - 1. Citizenship and the rules and responsibilities of citizenship in the classroom, school, home and local community
  - 2. Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display and use
  - 3. Effective, informed citizenship involves duties such as voting, jury service and other service to the local community
- D. Nation State
  - 1. Citizens can participate in political decision making and problem solving at the local, state, and national levels

# VIII. Course Benchmarks

# **IX. Units of Study**

# **Unit One**

## **Native American Indians of New York State**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**





## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

inhabitants  
Iroquois  
Haudenosaunee  
Algonquian  
settlements

## **F. References and Resources**

# **Unit Two**

## **European Encounter: Three Worlds Meet in the Americas**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**



## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

migrated

## **F. References and Resources**



# **Unit Three**

## **Colonial and Revolutionary Periods**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

influences  
social  
political  
economic  
colonies  
cultural

## **F. References and Resources**

# **Unit Four**

## **The Revolutionary War in New York State**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

significance  
geographic  
Loyalists  
Patriots

## **F. References and Resources**

# **Unit Five**

## **The New Nation**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**





## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

ideals  
democracy  
Mayflower Compact  
traditions  
Declaration of Independence  
Bill of Rights  
Constitution  
values

## **F. References and Resources**

# **Unit Six**

## **Industrial Growth and Expansion**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**



## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

immigration  
migration  
industrialization  
relocation  
contributions  
expansion

## **F. References and Resources**



# **Unit Seven**

## **Urbanization: Economic, Political, and Social Impacts**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

urbanization  
rural  
urban  
suburban  
interdependence

## **F. References and Resources**

# **Unit Eight**

## **Government**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

democracy  
fundamental  
liberty  
diversity  
Preamble  
Allegiance  
patriotism  
equality  
justice

## **F. References and Resources**

# **Unit Nine**

## **Local and State Government**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**





## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

executive  
legislative  
judicial  
citizenship  
representatives  
elect  
appoint  
enforce  
interpret  
symbols

## **F. References and Resources**

# **X. Course Assessment**

# **XI. Curriculum Review Process**